DOCUMENT RESUME

ED 152 126 HE 009 640

TITLE	The University of North Carolina Board of Governors Long-Range Planning, 1977- 82.
INSTITUTION	North Carolina Univ., Chapel Hill.
PUB DATE	77
NOTE	606p.
AVAILABLE FROM	Board of Governors, University of North Carolina, Chapel Hill, NC 27514
EDRS PRICE	MF-$1.16 HC-$32.81 Plus Postage.
DESCRIPTORS	College Instruction; *Educational Objectives; *Educational Planning; Futures (of Society); *Higher Education; *Master Plans; Program Evaluation; Research; State Officials; *Statewide Planning; Statistical Data
IDENTIFIERS	*North Carolina

ABSTRACT

This revised report on long-range planning for higher education in North Carolina contains sections on: (1) higher education in the state in 1977; (2) constraints, assumptions, and projections affecting planning for higher education; (3) goals, tasks, and objectives; (4) instruction, research, and public service; and (5) future planning and program review. The report is intended as an information resource for state legislators and other officials concerned with higher education, and contains some statistical data. (MSE)

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THE UNIVERSITY OF NORTH CAROLINA
BOARD OF GOVERNORS

LONG-RANGE PLANNING
1977-1982

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THE UNIVERSITY OF NORTH CAROLINA
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WILLIAM A. JOHNSON
Chairman

November 11, 1977

The Governor of North Carolina
The President of the Senate
The Speaker of the House of Representatives
The Members of the Advisory Budget Commission

Gentlemen:

I transmit to you, and through you to the members of the General Assembly and other appropriate State officials, the revised long-range plan for higher education in North Carolina, which has been prepared as one of the legislatively-established functions of the Board of Governors of The University of North Carolina.

This is the second edition of the plan, which periodically will be revised, improved, and projected forward, so that the State at all times will have a plan for higher education extending several years into the future.

Much of the material included in this edition of the plan appeared initially in the first edition of the plan and has been brought forward in order that the complete plan may be found in one place. The Statistical Abstract of Higher Education in North Carolina, 1976-77, has been relied upon in lieu of extensive reprinting of statistical data readily available in that document.

The members of the Board and the President of The University and his staff are available to help you and all others who, in the course of their official duties, must give attention to the future of higher education in North Carolina. This plan has been prepared to help all of us, working together, to anticipate and provide for that future.

Respectfully yours,

William A. Johnson
Chairman

THE UNIVERSITY OF NORTH CAROLINA *is composed of the sixteen public senior institutions in North Carolina*

Be it resolved by the Board of Governors of The University of North Carolina:

1. The document entitled The University of North Carolina Board of Governors, Long-Range Planning, 1977-1982, is adopted.

2. The President is requested to make such editorial improvements in the document as he finds necessary in the interest of accuracy and completeness and to have it printed and distributed.

Adopted 11 November 1977

LONG-RANGE PLANNING, 1977-1982

BOARD OF GOVERNORS

THE UNIVERSITY OF NORTH CAROLINA

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Three. Constraints, Assumptions, and Projections Affecting Planning for Higher Education
Four. Goals, Tasks, and Objectives
Five. Instruction, Research, and Public Service
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CHAPTER ONE

INTRODUCTION

A. The Necessity and Scope of Planning

1. Statutory Provisions

In the 1971 legislation reorganizing public senior higher education, the General Assembly provided that a major function of the Board of Governors of The University of North Carolina[1] would be to plan for the future of higher education in this State. The statement of purpose in that legislation reads:

> In order to foster the development of a well-planned and coordinated system of higher education, to improve the quality of education, to extend its benefits and to encourage an economical use of the State's resources, the University of North Carolina is hereby redefined in accordance with the provisions of this Article. [G.S. 116-1]

In the section defining broadly the powers and duties of the Board of Governors, the opening provision reads:

> The Board of Governors shall plan and develop a coordinated system of higher education in North Carolina. To this end it shall govern the 16 constituent institutions, . . . and to this end it shall maintain close liaison with the State

---

[1] Throughout this plan, the term "The University of North Carolina" or "The University" means the institution chartered by the General Assembly in 1789 and now provided for in the Constitution of North Carolina, Article IX, Sections 8-10, and G.S. 116-1 et seq. Literally, the statute (G.S. 116-3) declares that the

> Board of Governors of the University of North Carolina shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal.

The University of North Carolina so defined by legislative action now comprises 16 constituent institutions. [G.S. 116-4] Those institutions are referred to herein individually by their statutorily-prescribed names and generically as "constituent institutions" or "institutions."

> Board of Education, the Department of Community Colleges and the private colleges and universities of the State. The Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, shall prepare and from time to time revise a long-range plan for a coordinated system of higher education, supplying copies thereof to the Governor, the members of the General Assembly, the Advisory Budget Commission and the institutions. [G.S. 116-11(1)]

Other provisions of the Reorganization Act carry less specific implications of planning responsibility and authority.

These provisions were in part an outgrowth of the need, expressed often in the public debate that led to the reorganization legislation of 1971, for more comprehensive planning and more effective coordination of the programs and activities of the public senior institutions.

2. The Governance Function in Relation to Planning

The statutory language vesting planning authority in the Board of Governors derives special meaning from the fact that the same act gives the Board extensive powers to govern the 16 public senior institutions of higher education. The Board of Higher Education (1955-72) long had had planning authority, but its coordinating power did not give sufficient weight to its plans. Recognition was given in the 1971 legislative provision (quoted above) both to the governance role and to its necessary complement, the planning role. The responsible execution of its governing duties would have forced the Board of Governors to take on the planning role with respect to the 16 constituent institutions, even if that role had not been expressly conferred on it by legislation. To a governing board, planning is a continuous, integral, and essential feature of its activities, not a distinct and separate rite that it performs at distant intervals.

3 Planning Authority of the Board of Governors

The experience of five years of operation under the 1971 legislation has enabled the Board of Governors to articulate its conception of the extent and limits of its planning authority and distinguish between its coordinating authority and its governing authority under the law.

The express planning authority of the Board of Governors is:

a. To plan incident to developing "a coordinated system of higher education in North Carolina." [G.S. 116-11(1)]

b. "[I]n consultation with representatives of the State Board of Education and of the private colleges and universities, [to] . . . prepare and from time to time revise a long-range plan for a coordinated system of higher education . . . ." [G.S. 116-11(1)]

The express coordinating authority of the Board of Governors is "to plan and develop a coordinated system of higher education in North Carolina." [G.S. 116-11(1)] Coordination in this context is a function apparently meant to be more authoritative than planning and less authoritative than governing. The statute does not define the adjective "coordinated" nor does the statute confine the coordinating role of the Board to the 16 constituent institutions; therefore, the community college institutions and the private institutions are, by implication, within the coordinating authority of the Board by reason of the lack of language excluding them. Where it appears to the Board that a change in the plans or programs of the constituent institutions of The University is needed in order to achieve "a well-planned and coordinated system of higher education," the Board has the authority to require it. Where such a change is needed in the community college sector or the private sector, the Board is in position at most to advise and call for consultation between or among the institutions involved, although as coordinator, it lacks the authority to require conformity to its advice by private or community college institutions.

The express governing authority of the Board of Governors extends specifically and only to the 16 constituent institutions. To negate any implication that coverage of the community colleges was intended, the General Assembly inserted in the statute a provision that, "The State Board of Education shall have sole authority to administer and supervise, at the State level, the system of community colleges . . . ." [G.S. 116-15(d)] The Board of Governors under G.S. 116-11(6) "shall approve the establishment of any new publicly-supported institution above the community college level." [Emphasis supplied] The provision vesting in the Board of Governors administrative authority over all "State-wide federal or State programs that provide aid to institutions or students of post-secondary education through a State agency . . . in order to insure that all activities are consonant with the State's long-range plan for higher education" expressly excepts "those [programs] related exclusively to the community college system . . . ." [G.S. 116-11(1)] Thus the General Assembly has made explicit the limitations on the authority of the Board of Governors with respect to the Community College System, and these limitations the Board of Governors accepts and contemplates making no proposal to change.

The control of the Board of Governors over the activities of private institutions extends only to the licensing of those degree-granting institutions created since 1960. All 38 of the private senior colleges and junior colleges antedate 1961 and so are exempt from licensure, as are all theological schools, Bible schools, and seminaries. Only the proprietary institutions are licensed by the Board.

The role of the Board as the dispenser of State aid to private institutions is perfunctory and carries no control over the policies or programs of those institutions. In these institutions, programs may be initiated, operated, altered, or discontinued at the sole discretion of the institution, except in those instances where a State professional licensing agency is empowered to approve a program. The absence of State control of these private institutions is one of their rightly cherished advantages. The Board of Governors accepts and is making no proposal to change this characteristic of these institutions.

To the extent, then, that planning authority when joined with the governing authority is different from and more extensive than planning authority not associated with governing authority, the Board of Governors has one type or quality of planning authority with respect to the 16 constituent institutions and quite another with respect to the community college institutions and the private institutions. With respect to the 16 constituent institutions of The University, the Board's plans constitute directions to act, authorizations to act, or limitations on their actions. With respect to the community colleges and private institutions, the Board's plans are information and advice -- not inconsiderable modes of influencing institutional behavior, but far short of direction of such behavior. The Board has not undertaken to extend much unrequested advice to the private and Community College System institutions.

The planning responsibility of the Board of Governors ideally involves the gathering and analysis of information on the needs of the State and of current and prospective students for the kinds of educational and related services that should be provided; the determination of the extent to which those identified needs should be met and which of them should be met by The University or by other institutions; the determination of the proper role and responsibility of The University and each of its constituent institutions in the service of the State; the determination of the resources required to carry out the programs found to be needed; and in the light of evaluated experience and a review of needs, the adoption and periodic revision of a comprehensive plan in which each of the constituent institutions will be given a well-defined role in conducting the educational activities that collectively constitute the program of The University.

The statute requires that

> [t]he Board, in consultation with representatives of the State Board of Education and of the private colleges and universities, . . . prepare and from time to time revise a long-range plan for a coordinated system of higher education . . . . [G.S. 116-11(1)]

The Board of Governors, consistent with that charge, takes into account the current programs of the private institutions and the community colleges that are realistically available to substantial numbers of North Carolina residents, when determining whether to undertake or expand similar programs in the constituent institutions of The University. This plan records all degree program offerings of the private senior institutions in this State. The Board of Governors will, moreover, take account of plans that the community colleges and private institutions communicate to the Board.

Yet the Board cannot simply incorporate their plans, unexamined, into its State plan. The independent judgment of the Board must be exercised. Nor may the constituent institutions of The University be consigned to the residual role -- albeit a large one -- of filling in the gaps left in the coverage of the State's educational needs after the private institutions and community colleges have determined what functions they wish to perform. It is the duty of the Board of Governors, after consultation with representatives of the private and community college sectors, to determine needs and project affirmatively the higher educational programs it finds to be required by the State; to indicate which of those programs can best be performed by the constituent institutions of The University, which can best be performed by the community colleges and which by the private institutions, and which should be the responsibility of two or all three sectors; and to set out those decisions in the form of a plan that it communicates to the institutions and revises from time to time in the light of changing circumstances. It is to be hoped that a combination of the consultative processes employed and the logic of the plan evolved will lead to substantial concurrence by the Board of Governors and all of the institutions as to the respective roles of the three principal sectors, and within The University, as to the roles of the constituent institutions. Consultative processes, designed to achieve such concurrence wherever feasible, have been used in the preparation of this plan.

This document is essentially a plan for The University of North Carolina and its constituent institutions and only indirectly and inferentially affects the Community College System and the private institutions. Before entering the broader field of planning for all of higher education in North Carolina, a task for which it has some responsibility but no authority to effectuate plans made for the Community College and private sectors, the Board has deemed it essential to concentrate on the immediate need for better planning within The University, where both its responsibility and authority are clear and commensurate. Once it has accomplished that task, the Board will be in better position to proceed to address its broader responsibilities, and to do so with the kind of involvement of other interests that the statute indicates.

What has been said thus far has not differentiated the Community College System institutions from the private institutions for the purpose of describing the Board of Governors' relationship to them. While in some aspects of their relationships to the Board of Governors these two sectors are alike, in one major respect they are different: The 57 institutions of the Community College System are integral parts of a single, statewide system, responsible to two State-level executives, the State President and the Controller of the State Board of Education, and a State-level governing board, the State Board of Education. This means that in matters of mutual concern to The University of North Carolina and the Community College System, the President and Board of Governors of The University have in that structure authoritative counterparts with which to deal. Furthermore, to facilitate consultation and cooperation between the two sectors, the State President of the Community College System and the President of The University of North Carolina have established a Joint Advisory Committee to consider and make recommendations to them on matters of mutual interest. A Liaison Committee, composed of four representatives of each of the three sectors, provides a useful forum for discussion and the development of recommendations with respect to matters of mutual concern to all three sectors. The 38 private colleges and universities, however, in contrast to the Community College System, are subject to no external authority beyond their boards of trustees and (in varying degrees) their sponsoring religious denominations. This difference between the community college sector and the private sector in their relationships with the Board of Governors is basic.

4. Limitations of Planning

The effective capacity of the Board of Governors to plan with respect to the 16 constituent institutions of The University of North Carolina is more limited than the foregoing, admittedly idealized description of the Board's planning functions suggests.

The forecasting and analytical processes upon which planning decisions are based are inexact. Data, experience, understanding, and the capacity to anticipate events external to the institutions and foresee their implications for those institutions are never complete enough to make planning a precise tool for institutional administrators and governing boards. The experienced limitations of higher education plans, even with respect to such elementary features as the number of students for whom provision ought to be made in the institutions, encourage modesty on the part of planners.

Planning does not proceed in a vacuum. We begin where we are, with the opportunities and limitations our circumstances and means furnish. In North Carolina, we began in 1976, in writing our first long-range plan, with 16 public senior institutions, 29 private senior and 9 private junior institutions, 20 community colleges, 37 technical institutes that are assuming increasing functional resemblance to the community colleges, one theological seminary, three Bible colleges, and 12 proprietary schools with two-year associate degree-granting authority. All of those institutions continue to exist.[2] Each has its own array of programs, ambitions, constituencies, and objectives. Their programs have developed over time in response to needs as understood by those who have guided those institutions. In some cases, those needs and the duty to respond to them have been perceived in terms that time has made obsolete, without corresponding change occurring in the institutions. These institutions and their programs represent commitments of resources over which the actual power of redirection is limited. Part of the task of planning is to determine how the best use can be made of the resources realistically available to enable the State to move toward the educational goals projected for it.

Plans rapidly become outdated. Institutions of higher education are to a large extent responsive institutions. They are dependent on students, faculty, and supporters who are not subject to command by any external legal authority to attend, serve, or support them. The institutions necessarily are subject to the often unpredictably changing interests and needs of those constituencies, and the capacity of the institutions to channel those constituency interests and perceptions of need is very limited.

In addition, many service-oriented institutions are subject to the rapidly shifting priorities for initiating new programs which come from federal and state agencies. National and state issues generate badly needed funds, often in response to short-lived, faddish issues. The problem for some institutions is how to be selectively responsive in order to avoid distorting the institutions' central missions without appearing to be, or indeed being, unresponsive or insensitive to social problems.

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[2] One of the private junior colleges moved to senior status in 1977.

However comprehensive and wisely composed the plan might be, external events may overtake it rapidly. Therefore, any plan for The University must provide for frequent revision and updating if it is to remain useful to the administrators and board members who look to it for guidance.

It follows, then, that the chief value of planning is not the production of a compendious reference work wherein the answers to all questions and problems of The University may be found. The value of planning is in the continuous and systematic gathering and analysis of information about the institutions and the society which they exist to serve, and the determination of what the institutions should do and can do to respond appropriately to the needs of that society. In that light, the most important feature of this plan is the provision made in Chapter Six for its periodic review, revision, and extension.

B. Prior Planning Activities, 1972-76

As has been noted earlier, the 1971 legislation incorporating all 16 of the public senior institutions of higher education into The University of North Carolina included an assignment to the Board of Governors of The University of comprehensive, long-range planning authority with respect to The University, including the power to authorize new degree programs.

During the first three years of its existence, the planning activities of the Board of Governors were directed, first, to special studies of immediate and pressing importance, rather than to the development of a comprehensive plan for higher education. These special studies included medical education, legal education, nursing education, veterinary medical education, a plan for strengthening the libraries of the 16 constituent institutions, and, pursuant to directives issued by the United States Department of Health, Education, and Welfare as a consequence of rulings of the United States District Court for the District of Columbia, to the preparation of The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems.

Early in 1974, the President initiated the preparation of a long-range, five-year (1976-81) plan for The University and its constituent institutions. Each Chancellor was asked to file with the President a proposed five-year plan for his institution, setting forth (among other things) the new program needs of his institution. The President and the Board of Governors reserved the authority to initiate program development planning with respect to particular problems and areas of need which they might identify.

While the five-year institutional plans were in preparation on the campuses, the General Administration staff proceeded with several studies closely related to the five-year planning effort, including the Academic Program Inventory (1974) and College Enrollments and Projections in North Carolina, 1975-80.

Pursuant to the President's request, the Chancellors filed their institutional five-year plans in the fall of 1974. On the basis of these institutional plans, the President's staff prepared a draft of the long-range plan which was reviewed, revised, and tentatively adopted by the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The portions of the plan authorizing the institutions to plan new academic programs and otherwise defining the educational missions of the institutions and setting forth the procedures for future planning and program review then were sent to the Chancellors for their comment. After final review and approval by the Planning Committee, the draft plan was delivered to the Board of Governors, which reviewed and adopted it on April 2, 1976.

C. Preparation of this Plan

One of the commitments made in the 1976 edition of the long-range plan was that the plan would be annually updated. This second edition of the plan has been prepared in pursuance of that commitment.

The planning process that culminated in this document was begun in June of 1976 with the issuance by the President to the Chancellors of instructions to prepare and submit to him, early in 1977, reports on the status of programs authorized for planning in the 1976 edition of the long-range plan, requests for additional authorizations to plan, proposals for program discontinuation, and requests for authorization of major organizational changes within the institutions.

Having the advantage of working from an established, authoritative, and comprehensive academic program plan, the institutions generally were more modest in their new program proposals this year than when the first long-range plan was in preparation. The Board and its staff have also been more conservative in their review of program planning authorization requests than they were in 1976, partly because the 63 new programs authorized for planning last year (of which a substantial number have not been initiated) represent major existing commitments of institutional time and other resources which should not be enlarged without good reason. New appropriated funds for new program initiation are not available. Moreover, this appears to be a time of relative stability of enrollments and of new program demands by students, justifying few enlargements in the already-broad program offerings of the constituent institutions of The University and of the private institutions in North Carolina.

The institutions and the General Administration have been heavily engaged during 1976-77 in carrying out the two reviews of current programs in the discipline divisions of education and health professions required by the 1976 edition of the long-range plan. The results of these studies are reflected in this document as well as in longer, independent reports.

An intensive descriptive and analytical study of remedial work underway in the constituent institutions has been carried on by a contract research organization under the close supervision of General Administration.

The projection of college enrollments in North Carolina over the latter part of the planning period is being carried out by the General Administration staff, working with representatives of the Community College System and of the private institutions, and at an early date will be presented to the Board of Governors for adoption as an amendment to this plan.

The various plan elements were drawn together in the form of a draft plan by the General Administration staff; that draft was reviewed and revised by the Committee on Educational Planning, Policies, and Programs, and recommended to the Board of Governors; and the Board of Governors has adopted it as its long-range plan for the period ending 30 June 1982.

D. Scope of Long-Range Plan

1. Subject-Matter Coverage

Chapter One of the plan is introductory, setting forth the mandate of the Board of Governors to plan and describing how this plan came into being.

Chapter Two is descriptive of higher education in North Carolina -- its development, its current organization, the resources committed to it, and the activities and services being provided by higher education. It covers the community colleges and private institutions as well as the constituent institutions of The University of North Carolina.

Chapter Three sets forth the principal constraints within which and the assumptions and projections upon which this effort to plan for higher education has proceeded.

Chapter Four articulates the mission, goals, and objectives of higher education generally and of The University of North Carolina in particular, and in that light the plan that follows has been formulated.

Chapter Five sets forth the educational program plan: those continuations and alterations in the instructional, research, and public service activities of the constituent institutions of The University that in the judgment of the Board of Governors should take place over the next five years (1977-82) in order for The University to achieve its maximum role of service to the people of North Carolina. Fuller treatment has been given to public service programs than in the first edition of the plan. Subsequent editions of the plan will add more extended consideration of topics such as research that have not yet been adequately studied and evaluated.

The principal focus of Chapter Five continues to be on the academic degree program activities of and plans for the constituent institutions. These programs are central to the role and mission of each institution, for they not only authorize the performance by the institution of the activities in which the principal part of its faculty is engaged, but they have a major bearing on the capacity of the institution to mount research and public service programs as well.

Chapter Five concludes with a descriptive educational mission statement for each of the 16 constituent institutions, confirming those parts of its present role that are to be retained and authorizing the planning of particular new degree programs where that is found by the Board to be warranted, describing in some detail the public service roles of the institutions and the structures through which they are to be performed, and offering such further statements as to the role of each institution as seem appropriate.

Chapter Six describes the processes by which all programs will be periodically evaluated and planning will be systematically carried on in the future.

2. Time Span

This long-range plan covers nearly five years, from December 1, 1977, to June 30, 1982. The experience of this and other states in the making and implementation of higher education plans, and the rapid rate of economic and social change directly affecting our institutions of higher education suggest that attempts to project plans over a longer period would be unwise. It is not possible to see that far ahead with the clarity requisite to sound planning.

The plan will be revised periodically and projected forward so that the plan will at all times extend three to five years into the future. (The procedure and schedule for revision of the plan are developed more fully in Chapter Six of the plan.) And as is stated more fully elsewhere in this document, the planning process and its maintenance are perhaps more important than the comprehensive planning document that process produces.

CHAPTER TWO

HIGHER EDUCATION IN NORTH CAROLINA, 1977

A. An Overview

One of the first actions of the State of North Carolina after it declared independence in 1776 was to adopt a Constitution which directed in part that "all useful Learning shall be encouraged in one or more Universities." [Constitution of North Carolina, Sec. 41 (1776)] The General Assembly of 1789 responded to that mandate by chartering the University of North Carolina and endowing it with the escheats to which the State as sovereign was entitled.

For a century after 1776, the concept of "state university" had a meaning different from that of more recent times. It was not until 1881, for example, that the General Assembly gave further substance to the vision of 1776 by beginning biennial appropriations to the University. This it did in recognition of the fact that the University performs functions for the State and for society whose cost should not (and in fact cannot) be carried entirely by students and private benefactors. In 1877, the State established its second publicly-supported institution (Fayetteville State University). The movement for the common schools, the land-grant college movement, and a growing recognition of the importance of higher education to the further development of the State led North Carolina to establish or acquire and provide modest appropriated support for additional public institutions, as well as for the University, during the closing years of the 19th and the beginning of the 20th Centuries.

In the meantime, during the 1830's the principal religious denominations in the State initiated colleges of their own which soon were enrolling in the aggregate more students than did the University of North Carolina. By 1920, however, enrollments were approximately equally distributed between the public and private institutions.

Since World War II, higher education enrollments have grown at unprecedented rates in North Carolina and in all the fifty states. Higher education, and other forms of postsecondary education, have come to play a new and fundamentally important role in State and national life. Today there are in this State 16 public senior institutions of higher education, 57 public community colleges and technical institutes, and 38 private colleges and universities. In the fall of 1976, together they enrolled 165,000 college and college transfer students. Collectively, these institutions provide a diversity of programs of higher education to the college-age youth of the State and to increasing numbers of older people. Some programs -- in the liberal arts and in education, for example -- are found in nearly all of the senior institutions in the State. Other programs -- especially those involving high-cost instruction at the undergraduate level and particularly at the graduate level -- are with few exceptions accessible to North Carolinians only at the constituent institutions of The University.

The nature of the higher education enterprise today can best be summarized by indicating the types of institutions in existence and the enrollments in these institutions. The designations of types of institutions follow classification systems generally in use across the nation.[1] Table 2-1 so classifies the institutions and shows their fall of 1976 enrollments and Figure II-1 shows their locations.

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[1] These designations are further described at pages 350-351.

Table 2-1

INSTITUTIONS OF HIGHER EDUCATION
IN NORTH CAROLINA, 1977[a]

1. Major Research Universities

PUBLIC		PRIVATE	
1. N.C. State Univ. at Raleigh	17,730	1. Duke University	9,402
2. UNC-Chapel Hill	19,954[b]		
Enrollment	37,684		9,402

2. Other Doctoral-Granting Universities

PUBLIC		PRIVATE	
1. UNC-Greensboro	9,964	1. Wake Forest University	4,619
Enrollment	9,964		4,619

3. Comprehensive Universities

PUBLIC		PRIVATE	
1. Appalachian State Univ.	8,834	(No comparable Private Institutions)	
2. East Carolina University	11,968		
3. N.C. Agricultural and Technical State University	5,218		
4. N.C. Central University	4,858		
5. UNC-Charlotte	8,504		
6. Western Carolina University	6,151		
Enrollment	45,533		

4. General Baccalaureate Institutions

PUBLIC		PRIVATE	
1. Elizabeth City State Univ.	1,620	1. Atlantic Christian	1,647
2. Fayetteville State Univ.	2,136	2. Barber-Scotia	451
3. Pembroke State University	2,334	3. Belmont Abbey	668
4. UNC-Asheville	1,664	4. Bennett	600
5. UNC-Wilmington[c]	3,619	5. Campbell[c]	2,217
6. Winston-Salem State Univ.	2,165	6. Catawba	914
		7. Davidson	1,331
		8. Elon	2,295
		9. Gardner-Webb	1,312
		10. Greensboro	670
		11. Guilford	1,685
		12. High Point	1,004
		13. Johnson C. Smith	1,545
		14. Lenoir Rhyne	1,268
		15. Livingstone	989
		16. Mars Hill	1,756
		17. Meredith	1,537
		18. Methodist	734
		19. N.C. Wesleyan	532
		20. Pfeiffer	994
		21. Queens	570
		22. Sacred Heart	282
		23. St. Andrews	563
		24. St. Augustine's	1,775
		25. Salem	609
		26. Shaw	1,378
		27. Warren Wilson	551
		28. Wingate	1,454
Enrollment	13,538		31,331

PUBLIC		PRIVATE	
5. Specialized Institutions			
1. The N.C. School of the Arts	434	(No comparable private institutions)	
Enrollment	434		
Subtotal, Senior Colleges and Universities	107,153		45,352
6. Community and Junior Colleges			
1. Caldwell	372	1. Brevard	609
2. Central Piedmont	1,956	2. Chowan	976
3. Coastal Carolina	719	3. Lees-McRae	733
4. Col. of The Albemarle	390	4. Louisburg	666
5. Craven	273	5. Montreat-Anderson	446
6. Davidson County	663	6. Mount Olive	353
7. Gaston	862	7. Peace	503
8. Halifax County	55	8. St. Mary's	318
9. Isothermal	457		
10. Lenoir	527		
11. Martin	91		
12. Mitchell	487		
13. Rockingham	584		
14. Sandhills	526		
15. Southeastern	489		
16. Surry	549		
17. Vance-Granville	101		
18. Wayne	573		
19. Western Piedmont	396		
20. Wilkes	357		
Subtotal, Community and Junior Colleges	10,427[d]		4,604
TOTAL ENROLLMENT - PUBLIC	117,580	PRIVATE	49,956

Public institutions	117,580
Private institutions	49,956
TOTAL	167,536

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[a] All enrollment figures reflect fall, 1977 headcount. UNC military centers and theological and Bible colleges are omitted.

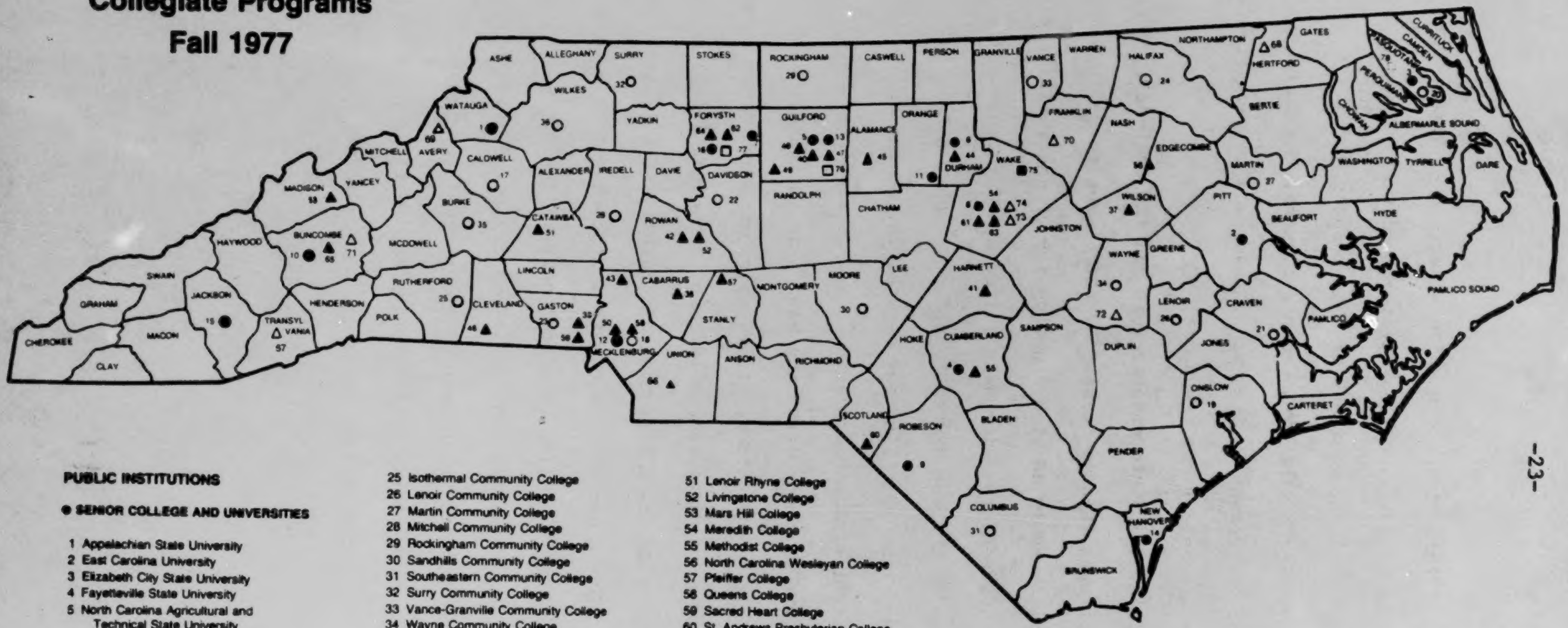
[b] Excludes extension credit enrollment.

[c] Campbell College and The University of North Carolina at Wilmington both offer a limited number of programs at the master's level in the discipline division of education. Campbell College also offers the first professional degree in law. These two institutions are no longer strictly general baccalaureate institutions, since each offers programs beyond the baccalaureate level. However, because of the limited range of their post-baccalaureate offerings, which have only recently been initiated, it was deemed premature to change their classification to that of comprehensive universities.

[d] College transfer students only. Fall 1976 data used since fall 1977 data were not available at time of publication.

Figure II-1

NORTH CAROLINA
Institutions with Collegiate Programs
Fall 1977


ASHE
ALLEGHANY
SURRY
STOKES
ROCKINGHAM
CASWELL
PERSON
GRANVILLE
VANCE
WARREN
HALIFAX
NORTHAMPTON
HERTFORD
GATES
CURRITUCK
CAMDEN
PASQUOTANK
PERQUIMANS
CHOWAN
ALBEMARLE SOUND
WATAUGA
WILKES
YADKIN
FORSYTH
GUILFORD
ALAMANCE
ORANGE
DURHAM
FRANKLIN
NASH
EDGECOMBE
BERTIE
MARTIN
WASHINGTON
TYRRELL
DARE
MITCHELL
AVERY
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
RANDOLPH
CHATHAM
WAKE
JOHNSTON
WILSON
PITT
BEAUFORT
HYDE
MADISON
YANCEY
BURKE
CATAWBA
ROWAN
BUNCOMBE
HAYWOOD
MCDOWELL
SWAIN
GRAHAM
JACKSON
TRANSYLVANIA
HENDERSON
RUTHERFORD
POLK
CLEVELAND
LINCOLN
GASTON
MECKLENBURG
CABARRUS
STANLY
MONTGOMERY
MOORE
LEE
HARNETT
WAYNE
GREENE
LENOIR
CRAVEN
PAMLICO
PAMLICO SOUND
CHEROKEE
CLAY
MACON
UNION
ANSON
RICHMOND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
SCOTLAND
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK

PUBLIC INSTITUTIONS

● **SENIOR COLLEGE AND UNIVERSITIES**

1 Appalachian State University
2 East Carolina University
3 Elizabeth City State University
4 Fayetteville State University
5 North Carolina Agricultural and Technical State University
6 North Carolina Central University
7 North Carolina School of the Arts
8 North Carolina State University at Raleigh
9 Pembroke State University
10 The University of North Carolina at Asheville
11 The University of North Carolina at Chapel Hill
12 The University of North Carolina at Charlotte
13 The University of North Carolina at Greensboro
14 The University of North Carolina at Wilmington
15 Western Carolina University
16 Winston-Salem State University

○ **COMMUNITY COLLEGES**

17 Caldwell Community College
18 Central Piedmont Community College
19 Coastal Carolina Community College
20 College of the Albemarle
21 Craven Community College
22 Davidson County Community College
23 Gaston College
24 Halifax County Community College
25 Isothermal Community College
26 Lenoir Community College
27 Martin Community College
28 Mitchell Community College
29 Rockingham Community College
30 Sandhills Community College
31 Southeastern Community College
32 Surry Community College
33 Vance-Granville Community College
34 Wayne Community College
35 Western Piedmont Community College
36 Wilkes Community College

PRIVATE INSTITUTIONS

▲ **SENIOR COLLEGES AND UNIVERSITIES**

37 Atlantic Christian College
38 Barber-Scotia College
39 Belmont Abbey College
40 Bennett College
41 Campbell College
42 Catawba College
43 Davidson College
44 Duke University
45 Elon College
46 Gardner-Webb College
47 Greensboro College
48 Guilford College
49 High Point College
50 Johnson C. Smith University
51 Lenoir Rhyne College
52 Livingstone College
53 Mars Hill College
54 Meredith College
55 Methodist College
56 North Carolina Wesleyan College
57 Pfeiffer College
58 Queens College
59 Sacred Heart College
60 St. Andrews Presbyterian College
61 St. Augustine's College
62 Salem College
63 Shaw University
64 Wake Forest University
65 Warren Wilson College
66 Wingate College

△ **JUNIOR COLLEGES**

67 Brevard College
68 Chowan College
69 Lees-McRae College
70 Louisburg College
71 Montreat-Anderson College
72 Mount Olive College
73 Peace College
74 St. Mary's College

■ **THEOLOGICAL SEMINARY**

75 Southeastern Baptist Theological Seminary

☐ **BIBLE COLLEGES**

76 John Wesley College
77 Piedmont Bible College
78 Roanoke Bible College

LEGEND:

●	Public Senior College or University	16
○	Public Community College	20
▲	Private Senior College or University	30
△	Private Junior College	8
	SUBTOTAL	74
■	Theological Seminary	1
☐	Bible College	3
	TOTAL	78

Each component of this higher education structure -- The University of North Carolina, the Community College System, and the private institutions -- is described in later sections of this chapter.

From the last quarter of the 19th Century forward, the State has enlarged its capital investment in its own colleges and universities and its regular appropriations for their support.

In the mid-1950's, the State undertook to aid the half-dozen local public community colleges then in being. By the Community College Act of 1963, the General Assembly adopted a new policy of underwriting a large share of the costs of the community colleges and technical institutes making up the Community College System formed under that Act. That policy places primary responsibility for capital investment on the counties, with substantial State assistance; and it places primary responsibility for the System's operating budget on the State, with secondary support from the counties, student payments, and other sources.

The General Assembly initiated in 1971 and expanded in 1975 and again in 1977 a policy of State financial aid to private colleges and universities in the State and their students to the extent that those institutions enroll North Carolina resident undergraduates.

These financial commitments (which will be discussed more fully in the following pages) reflect acceptance on the part of the General Assembly of a public responsibility to provide to its citizens a variety of higher educational opportunities accessible at relatively low cost.

B. The University of North Carolina

1. Development to 1972

The University of North Carolina was authorized by the State Constitution of 1776 and chartered by the General Assembly of 1789. [Laws 1789, ch. 20.] In 1868, the new State Constitution gave more explicit recognition to the University, as did an 1873 constitutional amendment. Throughout that period, the University at Chapel Hill was the only State-supported institution of higher education in North Carolina.

Beginning in 1877, the General Assembly created or acquired for the State the other 15 institutions that are today part of The University of North Carolina. In some instances, those institutions were initiated by legislative action; in other instances, existing non-public institutions were, at their own request, taken over as State institutions. Some of them were established as collegiate institutions, authorized to give the types of degrees usually given by colleges at the time of their creation; many of them began their existence as high schools or normal schools of less than college grade and, over time, were successively normal schools, junior colleges, and senior colleges authorized to give bachelor's degrees. Some of them were located with a view to statewide service; others were located with only a local service role in view. Five of the institutions were created originally to serve black students and one to serve the Indians of Robeson County. The institutions so established or acquired by the State prior to 1963, identified by their current titles and the dates when they became State institutions are:

Fayetteville State University, 1877

North Carolina State University at Raleigh, 1887

Pembroke State University, 1887

The University of North Carolina at Greensboro, 1891

North Carolina Agricultural and Technical State University, 1891

Elizabeth City State University, 1891

Western Carolina University, 1893

Winston-Salem State University, 1897

Appalachian State University, 1903

East Carolina University, 1909

North Carolina Central University, 1923

Until 1931, The University of North Carolina was a one-campus institution. By the Public Laws of 1931, Chapter 202, however, the General Assembly extended the legal umbrella of the University to cover three institutions. That act "consolidated and merged" The University of North Carolina [at Chapel Hill], North Carolina State College of Agriculture and Engineering, and the North Carolina College for Women into "The University of North Carolina". The 100 members of the University Board of Trustees, which governed all three institutions, continued to be elected by the General Assembly, as they had been since 1804.

By the mid-1950's, public senior higher education in North Carolina had grown to include one three-campus University and nine other institutions which had the authority to give bachelor's degrees, and five of the nine had the authority to give master's degrees as well. The General Assembly of 1955 established the North Carolina Board of Higher Education and gave it general planning and coordinating authority with respect to the public institutions of higher education. This meant only the senior institutions initially, but by the early 1960's the Board had acquired coordinating authority with respect to half a dozen State-aided local community (two-year) colleges as well.

In 1957, the General Assembly revised the statutes with respect to the nine senior public institutions outside The University of North Carolina, achieving uniformity with respect to the size, mode of selection, and authority of their Boards of Trustees (all of whose members were chosen by the Governor with legislative confirmation). The 1957 act redefined the missions of those nine institutions somewhat more broadly and consistently than they had been defined prior to that time, but retained a strong emphasis on their responsibility for the preparation of teachers and administrators for the public schools. All racial designations of institutions were repealed at the same time.

The Governor's Commission on Education Beyond the High School, a temporary study group, sponsored the Higher Education Act of 1963, which established the legal and organizational framework within which public postsecondary education functioned for several years. The community colleges and the closely related industrial education centers and technical institutes were then combined to form the Community College System and placed under the governing authority of the State Board of Education. The Board of Higher Education, with some modification of membership, was retained as the coordinating agency for the public senior institutions. The existing pattern of program responsibility within the public senior sector was confirmed, with graduate education at the doctoral level and primary responsibility for research and extension work being assigned to The University of North Carolina and less extensive roles being given to the other senior institutions. The former local community colleges at Charlotte, Asheville, and Wilmington were elevated to senior college status and made State institutions. A procedure was established for the acquisition of additional campuses of The University of North Carolina.

The 1963 General Assembly also created The North Carolina School of the Arts as a conservatory offering training in the performing arts both at the secondary and the collegiate levels. That action brought the number of State-supported senior institutions of higher education to the present 16.

In 1965, on the request of the Board of Trustees of The University of North Carolina, the General Assembly added The University of North Carolina at Charlotte as the fourth campus of the University. Four years later, in 1969, again acting on recommendation of the University Board of Trustees, the General Assembly made The University of North Carolina at Asheville and The University of North Carolina at Wilmington the fifth and sixth campuses of the University.

In 1967 and 1969, the General Assembly designated as "regional universities" nine other public senior institutions of higher education (all of those in that category except for the School of the Arts) and broadened their missions to include in all cases undergraduate, master's, and doctoral work, subject to the approval of the Board of Higher Education. (The adjective "regional" never led to defined geographical service areas for these institutions.)

In 1970, the voters of the State adopted a new State Constitution which took effect the following year. Whereas the Constitution of 1868 had merely acknowledged the existence of The University of North Carolina, the Constitution of 1971 commanded it, providing:

> The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of Trustees of The University of North Carolina and of the other institutions of higher education, in whom shall be vested all the privileges, rights, franchises, and endowments heretofore granted to or conferred upon the trustees of these institutions. The General Assembly may enact laws necessary and expedient for the maintenance and management of The University of North Carolina and the other public institutions of higher education. [Constitution of North Carolina, Article IX, Section 8 (1971).]

While the existence of The University is guaranteed by that provision, the meaning of that guarantee is left largely to legislative determination, for the General Assembly has the power to determine what existing institutions are within "The University of North Carolina," to establish and disestablish institutions of higher education within or outside of The University, and to determine what State resources will be allocated to the support of The University.

The increasingly frequent instances of legislative involvement in higher educational policy making during the late 1960's occasioned increasing criticism within and outside the General Assembly as to the appropriateness of the legislative forum for the resolution of educational issues. Coupled with that concern was a growing conviction in North Carolina as elsewhere in the nation that more effective means of planning and coordinating the activities of the public institutions of higher education were needed. The successful precedent of the six-campus University of North Carolina was often cited as worthy of extension to all 16 of the State's institutions.

A special committee created by the Governor late in 1970 gave several months of study to alternative modes of reorganizing -- or "restructuring", as it came to be called -- public senior higher education. Its work led to the Higher Education Reorganization Act of 1971, enacted in October of that year. By that act, Chapter 1244 of the Session Laws of 1971, the General Assembly "redefined" The University of North Carolina to comprise 16 institutions, including the six that were then a part of The University of North Carolina, the nine "regional universities," and the School of the Arts. To the Board of Governors of The University, the General Assembly granted extensive powers of government over the 16 constituent institutions. The former Board of Higher Education was abolished and its functions were absorbed by the Board of Governors. Separate institutional Boards of Trustees were retained, but with virtually all their powers to be held on delegation from the Board of Governors.

The Higher Education Reorganization Act of 1971 "redefined" The University of North Carolina and "redesignated" the former Board of Trustees of The University of North Carolina as the "Board of Governors of The University of North Carolina." Thus the Board of Governors is in law the same body that was known as the "Board of Trustees" prior to July 1, 1972 (the effective date of the Higher Education Reorganization Act), notwithstanding the change in name, size, membership, and jurisdiction of that body. The Board of Governors is, in a different legal sense, the legal successor to the ten Boards of Trustees of the ten institutions that were merged into The University of North Carolina by the Higher Education Reorganization Act of 1971. The University of North Carolina is today the same legal entity that was created in 1789, despite changes in the name of its governing board, the number of its campuses, its size and scope, and almost every other particular aspect of the institution.

2. Current Organization of The University of North Carolina

a. Board of Governors

(1) Composition

The Board of Governors of The University of North Carolina today consists of 32 members, serving overlapping terms of eight years.[2] As the term of each group of eight members terminates, the vacancies so created (together with those arising from death, resignation or other cause), must be filled by election by the Senate and the House of Representatives of the General Assembly. The statutes provide detailed guidance for the election of members of the Board. Each group of eight must include at least one woman, at least one member of a minority race, and at least one member of the political party to which the largest minority of the members of the General Assembly belongs. No officer or employee of the State and no spouse of such officer or employee may serve as member of the Board of Governors. No member may serve more than two successive full terms. [G.S. 116-6,7] These election procedures now have been followed three times -- in 1973, 1975, and 1977 -- so that today 25 of the 32 Board members are serving by virtue of legislative election, and 16 gained their position on the Board initially by legislative election.

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[2] Sixteen of the initial members of the Board of Governors were chosen by and from the Board of Trustees of The University of North Carolina, sixteen were chosen by and from the Boards of Trustees of the nine regional universities and the School of the Arts, and two temporary, nonvoting members were chosen by and from the Board of Higher Education. Their terms ranged from one to seven years in length. The terms of the initial 32 voting members were arranged so that eight would expire each two years, beginning in 1973.

Recognizing the need for preparatory work to be done in advance of the activation of the 16-campus University and its Board of Governors on July 1, 1972, the General Assembly provided for a Planning Committee to serve during the period from January 1 until July 1, 1972. Its membership was the same as that of the Board of Governors that took office on July 1; thus continuity of knowledge and responsibility was insured.

A 1977 amendment requires the Chairman to fill by appointment any vacancy occurring in the membership of the Board for any reason other than expiration of term; the appointee continues in office until the next regular session of the General Assembly, when a successor is elected for the remainder of the unexpired term, if any. [G.S. 116-7(c)] This authority has been exercised once.

The Chairman is elected biennially by the Board from its membership and no person may serve as Chairman more than four years in succession. [G.S. 116-8] The Board has had only two elected Chairmen.

(2) Functions

The Board of Governors must "govern the 16 constituent institutions" and "be responsible for the general determination, control, supervision, management and governance of all affairs of the constituent institutions . . .", and it may make policies and regulations for that purpose. The Board must plan and develop a coordinated system of higher education for the State and prepare and keep current a long-range plan for that system. [G.S. 116-11(1), 11(2)]

The Board must determine the functions, educational activities, and academic programs of the institutions and the degrees that each may award. After notice and hearing to the affected institutional Board of Trustees, the Board of Governors may withdraw prior approval of an existing program if it appears to the Board to be "unproductive, excessively costly or unnecessarily duplicative." [G.S. 116-11(3)]

Enrollment levels at each institution must be set by the Board. By implication, this includes the authority to set enrollment levels within various units and programs within each institution. [G.S. 116-11(8)] In practice, the Board sets enrollments for each institution in four categories: for graduate students and undergraduate students, and for in-state residents and non-residents. It rarely has occasion to set enrollment limits by program, professional school, or department.

Subject to overriding legislative action, the Board sets the tuition and fees to be charged by each institution. [G.S. 116-11(7)]

The establishment of any new publicly-supported institution of higher education above the community college level requires the approval of the Board of Governors. [G.S. 116-11(6)]

The President of The University, and on his recommendation the members of his professional staff and the Chancellors of the constituent institutions, are elected by the Board of Governors. On recommendation of the President and the appropriate Chancellor, the Board elects and fixes the compensation of all vice chancellors, senior academic and administrative officers, and persons having permanent tenure. [G.S. 116-11(4), 11(5)]

The data-collecting and disseminating function, as well as the authority to require uniform reporting practices and policies, are vested in the Board of Governors. [G.S. 116-11(10)]

The Board is directed to assess the contributions and needs of the private colleges and universities in North Carolina and to advise the General Assembly as to their utilization. It must review all requests of those institutions for State aid to them or their students before presentation of those requests to any other State agency or to the

General Assembly. [G.S. 116-11(11)] These are independent functions, though set forth in the same subsection of the statute.

The Board must advise the Governor, the General Assembly, and other agencies on higher education in general. [G.S. 116-11(12)]

The Board retains all powers not specifically given to the institutional Boards of Trustees. [G.S. 116-11(14)]

The Board of Governors was substituted for the old Boards of Trustees of the several institutions as the authorizing body for the issuance of institutional bonds to finance various types of facilities. [G.S. 116-175, 187]

The Board may grant and revoke licenses to operate private degree-granting institutions of higher education created after 1960. [G.S. 116-15] The 38 private colleges and universities are exempt from this authority because all antedate 1961. The Board administers the 1971 program of State aid to students attending private institutions of higher education and the State Education Assistance Authority administers the 1975 Legislative Tuition Grant Program. Federal programs of aid to institutions or students that are statewide in character and for the benefit of higher education, such as the Higher Education Facilities Act, are administered by the Board. [G.S. 116-11(1), 116-19 through -22; Session Laws 1977, ch. 802, secs. 38, 38.1, and 38.2]

It is in its budgetary role that the Board of Governors acquired perhaps its most significant specific authority. First, the Board must prepare a "single unified recommended budget for all of public senior higher education . . ." for presentation to the Governor, the Advisory Budget Commission, and the General Assembly. This recommended budget must be divided into three categories:

(1) Funds for the continuing operation of each institution, which are appropriated directly to the respective institutions.

(2) Funds for salary increases for employees exempt from the State Personnel Act, which are appropriated to the Board in a lump sum for allocation to the institutions.

(3) Funds requested without reference to particular institutions, but "itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas." Appropriations in response to this category of requests are made to the Board in a lump sum. The Board then allocates those funds to the institutions in accordance with the Board's schedule of priorities. The Board may, with the approval of the Advisory Budget Commission, transfer funds in this category to other items on the Board's list of priorities or to items not previously included on its list. [G.S. 116-11(9)]

The Advisory Budget Commission may, on the Board's recommendation, authorize the transfer of funds between institutions to accommodate under- or over-enrollment, or it "may make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions." [G.S. 116-11(9)c]

The Board of Governors has the general authority to acquire, manage, and dispose of property, and it holds title to all property formerly owned by the institutional Boards of Trustees. Property originally given to a particular institution or for a special purpose must continue to be held by the Board of Governors subject to the terms of the donation. [G.S. 116-3, 12] The Board has transferred to the control of the constituent institutions the assets of their endowment funds.

In recognition of the need for some decentralization of authority within The University, the Board of Governors is authorized to delegate any of its powers to the institutional Boards of Trustees or, through the President, to the Chancellors. [G.S. 116-11(13)] One of the first actions of the Board after taking office in July, 1972, was to make extensive delegations to Boards of Trustees and Chancellors, and these will be noted later in this chapter.

(3) Code

Pursuant to the Higher Education Reorganization Act of 1971, the Board of Governors at its first meeting "adopt[ed], for itself and for all constituent institutions, a code" setting forth the organization and principal policies and operating procedures of the Board of Governors, the General Administration, the institutional Boards of Trustees, and the local administrations, which it has several times amended. Matters of policy and procedure not requiring the permanence of Code provisions are handled by resolutions of the Board of Governors, which require only a majority of a quorum for their adoption.

(4) Organization and Operation of the Board

The statute calls for a Chairman, Vice Chairman, and Secretary of the Board of Governors to be elected by the Board from its membership every two years, and limits one person's service as Chairman to no more than four successive years. [G.S. 116-8] The Board also elects a Vice Chairman and Secretary from its membership. The Secretary of The University, a staff member responsible to the President, performs as secretariat to the Board. The President and members of his staff provide staff support services to the Board and its commitees.

The Board is required by law to meet at least six times annually, and it normally schedules meetings every month except August and December.

[G.S. 116-9] Special meetings may be called by the Chairman and must be called by the Secretary on petition of at least ten Board members. During its first 60 months of operation, the Board met 59 times.

The Board is authorized by statute to create and appoint the members of committees of the Board. The Code provides for four standing committees:

The Committee on Budget and Finance, with six elected members and the Vice Chairman of the Board, ex officio

The Committee on Educational Planning, Policies, and Programs, with 12 elected members

The Committee on Personnel and Tenure, with six elected members

The Committee on University Governance, with six elected members.

(The Chairman of the Board is a member ex officio of all standing committees.) The titles of those committees generally indicate their roles. In addition to these four standing committees, the Chairman may at any time create special, temporary committees with authorization of the Board. Most business handled by the Board of Governors originates in a committee or is referred to committee and comes back to the Board with the recommendation of the committee. Elected members of all committees serve two-year, staggered terms. The committees elect their own officers annually. All standing committees are now in their fifth year of operation.

The committees of the Board of Governors typically meet in conjunction with Board meetings, and they meet also in the intervals between Board meetings in order to transmit their recommendations to the Board the required number of days in advance of the Board session at which action is anticipated.

Staff services for the Board's committees are provided by members of the President's staff, with each standing committee looking to a particular staff member as its principal source of assistance on a continuing basis.

b. General Administration

(1) Structure

The 1971 statute provides for the office of President of The University of North Carolina, declares that "[h]e shall be the chief administrative officer of the University," and prescribes that

> The President shall be assisted by such professional staff members as may be deemed necessary to carry out the provisions of this Article, who shall be elected by the Board on nomination of the President. The Board shall fix the compensation of the staff members it elects. These staff members shall include a senior vice-president and such other vice-presidents and officers as may be deemed desirable. . . . . The staff complement shall be established by the Board on recommendation of the President . . . . [G.S. 116-14(b)]

The Board of Governors retains authority to design the administrative organization of The University. That authority it delegated to the President by the Code, which provides that

> The President shall establish administrative organizations to carry out the policies of the University. He shall interpret these organizations to the Board of Governors and to the officers and faculties of the University. He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President shall prescribe the duties and assignments of the staff officers reporting to him. . . . . The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

The administrative organization of the General Administration (as the staff unit immediately responsible to the President is called) established by the President includes a Vice President for Academic Affairs who is also Senior Vice President, a Vice President for Finance, a Vice President for Planning, a Vice President for Research and Public Service Programs, and a Vice President for Student Services and Special Programs; a Secretary of The University; and several Assistants to the President with responsibilities for legal affairs, relations with the community colleges and the private institutions of higher education, governmental relations, and public information.

Each of the Vice Presidents heads a division of the General Administration whose title corresponds to his own, and the Secretary of The University heads the secretariat of the Board. The Director of Educational Television reports directly to the President. The directors of several other special-purpose units of The University, namely the Educational Computing Service, the State Education Assistance Authority, and the Higher Education Facilities Commission, report to one or another of the Vice Presidents. The subject-matter divisions tend to be organized and operate internally in a manner that enhances the flexibility and adaptability of staff members necessary to carry on the work of the General Administration with the available staff.

For 1977-78, the President's staff includes 41 positions exempt from the State Personnel Act and 69 (not counting Educational Television) subject to the Act.

It has been the general policy of the President and the Board of Governors to keep the General Administration staff small. This reflects in part a policy of heavy dependence on the constituent institutions to perform on delegation the administrative tasks of The University.

The Administrative Council, consisting of the President, the 16 Chancellors, and the principal members of the President's staff, meets monthly as a forum for the exchange of information and advice on matters of multi-campus concern.

Advice to the President from the faculty perspective is provided by the Faculty Assembly, whose members are drawn from the faculties of all of the constituent institutions.

Advice to the President from the student perspective is provided by the Student Advisory Council, which consists ex officio of the student body president of each of the 16 constituent institutions.

The 1971 legislation provides that

> The President, with the approval of the Board, shall appoint an advisory committee composed of representative presidents of the private colleges and universities . . . . [G.S. 116-14(c)]

This Council, consisting of eight private institutional presidents designated by the President, meets on call of the President and advises him on matters of mutual concern.

In 1976, by agreement among the President of The University, the State President of the Community College System, and the Chairman of the Board of Directors of the North Carolina Association of Independent Colleges and Universities, a new three-part Liaison Committee was formed to provide a forum where matters of mutual concern to the three sectors may be discussed and advice thereon formulated. The committee consists of four members chosen by the President of The University, four chosen by the State President of the Community College System, and four chosen by the President of the Association.

A similar advisory committee composed of four representatives designated by the President of The University and four designated by the State President of the Community College System meets periodically to discuss and develop advice to the two Presidents on matters of mutual concern to the Community College System and The University.

(2) Functions

The statutory statement of the President's duty is brief but comprehensive: "He shall be the chief administrative officer of the University." [G.S. 116-14(a)] The statutes and the Code provide more detail with respect to his duties, but there is little of substance to add to that broad, basic duty assignment.

The Code provides that as the chief administrator of The University, his inward-looking role,

- [The President] . . . shall have complete authority to manage the affairs and execute the policies of The University of North Carolina and its constituent institutions, subject to the direction and control of the Board of Governors and the provisions of this Code. [Code, Sec. 501A]
- The President shall be the leader of The University of North Carolina and its constituent institutions and shall coordinate the activities of all constituent institutions in accordance with the principle of allocated functions prescribed by the Board of Governors. He shall promote the general welfare and development of the University in its several parts and as a whole. [Code, Sec. 501C(1)]
- In the absence of policies prescribed by the Board of Governors the President shall resolve all issues of jurisdiction and dispute among the constituent institutions of the University. [Code, Sec. 501C(3)]

- . . . [A]ll appeals addressed to or requests for hearings by the Board of Governors, from whatever source, shall be transmitted through the President. [Code, Sec. 501C(4)]

- The President shall establish administrative organizations to carry out the policies of the University. [Code, Sec. 501C(7)]

- He shall insure that the University and its constituent institutions are properly staffed with personnel competent to discharge their responsibilities effectively. [Code, Sec. 501C(7)]

- In carrying out his duties and responsibilities, the President shall be assisted by his staff officers and by the chancellors of the constituent institutions. The President shall prescribe the duties and assignments of the staff officers reporting to him. [Code, Sec. 501C(7)]

- He may establish and define the duties of all-University councils and committees to advise and assist him in the execution of his duties. [Code, Sec. 501C(7)]

- The President may delegate to other officers portions of his duties and responsibilities, with the required authority for their fulfillment. However, such delegation shall not reduce the President's overall responsibility for those portions of his duties which he may choose to delegate. [Code, Sec. 501C(7)]

In his relation to the Board of Governors of The University the Code declares that

- The President, as the chief executive officer of the University, shall perform all duties prescribed by the Board of Governors. He shall be responsible to the Board of Governors for the prompt and effective execution of all laws relating to The University of North Carolina and of all resolutions, policies, rules and regulations adopted by the Board for the operation of The University of North Carolina and for the government of any and all of its constituent institutions, and his discretionary powers shall be broad enough to enable him to meet his extensive responsibilities. [Code, Sec. 501B(1)]

- The President shall make recommendations to the Board of Governors with respect to the adoption, modification, revision or reversal of policies, rules and regulations applicable to The University of North Carolina and any or all of its constituent institutions. To this end, the President shall establish and maintain agencies of inquiry and administrative lines of communication, which include the constituent institutions, to insure prompt perception of needs for problem identification and analysis, decision and policy formulation. [Code, Sec. 501B(2)]

- The President shall prepare and submit to the Board of Governors an annual report . . . [and special] reports and recommendations concerning The University . . . and its constituent institutions as he may deem wise or as the Board may require. [Code, Sec. 501B(3)]

- The President shall attend and may participate in, without the privilege of voting, the meetings of the Board of Governors and its various committees, and he may attend the meetings of the several boards of trustees. [Code, Sec. 501B(4)]

- The President shall be the official medium of communication between the Board of Governors and all individuals, officials, agencies and organizations, both within and without The University and its constituent institutions. [Code, Sec. 501B(5)]

- The President . . . shall make nominations for all appointments that are to be acted upon by the Board of Governors and shall make recommendations for all promotions, salaries, transfers, suspensions and dismissals that are to be acted upon by the Board. The Board reserves the right, in all instances, to act on its own initiative. [Code, Sec. 501B(6)]

- The President shall assume, and retain at all times, control over the budget of The University of North Carolina, subject to the direction and control of the Board of Governors. The President shall prepare the proposed budget of The University of North Carolina and shall submit such proposed budget to the Board of Governors for approval . . . . [Code, Sec. 501B(7)]

The Code further provides that as the external spokesman for The University,

- The President shall personally represent before the State, the region and the nation the ideals and the spirit of The University of North Carolina. [Code, Sec. 501A]

- As the chief executive, the President shall be the official administrative spokesman for and the interpreter of The University to the alumni and alumnae as a whole, the news media, the educational world and the general public. [Code, Sec. 501A]

- He shall be responsible for the presentation and interpretation of all University policies, recommendations and requests to the General Assembly, the Governor, State officers and commissions and the Federal Government. [Code, Sec. 501A]

- The President shall be responsible for the presentation and explanation of budget requests approved by the Board of Governors to the Director of the Budget and the Advisory Budget Commission, The General Assembly and its committees, officers and members. The President shall be responsible for the execution of the Budget of The University of North Carolina as approved by the General

> Assembly. All revisions of the budget which require approval of the Advisory Budget Commission shall be acted upon by the Board of Governors on recommendation of the President. [Code, Sec. 501B(7)]

While the Code and subsequent resolutions of the Board of Governors prescribe numerous additional duties of the President, the foregoing list comprehends his principal functions. His role as chief executive of The University and as the principal administrator to whom the Board of Governors looks to carry out its policies are fairly clear. One feature of the presidency which is less well understood but hardly less vital is his role as the representative of The University and its constituent institutions in dealing with the political officers and agencies of the State: the General Assembly, the Governor, the Advisory Budget Commission, and others, and especially those entities with authority over State finances. The provisions of Section 501 of the Code are explicit in this respect. The Board of Governors and by its delegation, the President, have complete authority and responsibility for the representation of The University and its constituent institutions in their relationships with State officials and agencies; the Chancellors and the Boards of Trustees have none, except as the President (or by special action, the Board of Governors) may delegate such authority to them. Neither the statutes, nor the Code, nor the delegations of authority by the Board of Governors to the Boards of Trustees and Chancellors have yet granted such authority to the local Boards and Chancellors to deal directly with the offices of State government except on particular matters such as transactions involving real property valued at less than $50,000, and the conduct of various routine budget implementation transactions with the State Department of Administration.

The President must maintain oversight of transactions between The University and its constituent institutions on the one hand and the governmental officers and agencies of the State on the other. One of the declared objectives of the Higher Education Reorganization Act of 1971 was to establish one authoritative spokesman able to speak comprehensively for public senior higher education in all dealings with the General Assembly, the Governor, and other governmental authorities in lieu of the variety of voices that theretofore had spoken for the six-campus University, each of the other ten senior institutions, and the Board of Higher Education. The 1971 legislation and the Code accomplished that result on paper, and most of the parties concerned have generally achieved it in practice.

The institutional Boards of Trustees, the Chancellors, and other groups whose primary loyalties are naturally to particular institutions, working under the direction of the President, can be of great help to him in achieving effective representation of The University in its relationships with the State political authorities. On the other hand, independent and fragmented efforts at such representation would almost certainly lead to a return to the legislative and political arena of internal University issues of resource allocation and institutional roles that the Board of Governors was created to decide in a non-political context. Locally-formed organizations whose purposes are, at least in part, political action on behalf of particular constituent institutions can perform useful tasks, but they should be formed only with the prior approval of the President, he should determine their general roles, and he should be kept currently informed of their plans and activities. Only in that way can he perform his duty of giving comprehensive direction from a University-wide perspective to the representation of The University in the political sphere.

c. Constituent Institutions

(1) Structure

The 1971 Reorganization Act established virtually identical statutory structures for each of the 16 constituent institutions of The University of North Carolina and, with very few exceptions, endowed them with virtually identical statutory functions. This was possible because the statutes leave the internal design of the institutions and the definition of their program responsibilities almost entirely to the Board of Governors.

Each Board of Trustees of a constituent institution now consists of eight members elected by the Board of Governors, four appointed by the Governor of the State, and the President of the Student Body, who serves ex officio. (The Director of the North Carolina Symphony also serves on the Board of The North Carolina School of the Arts.) All elected members serve staggered terms of four years and no one may serve more than two consecutive terms on the same Board. State officers and employees may not serve as trustees. [G.S. 116-31] Each Board of Trustees annually elects its own officers from its membership. [G.S. 116-32] The Boards must meet at least three times a year. [G.S. 116-32]

The Chancellor of each constituent institution is elected by the Board of Governors on nomination of the President, who must choose from among two or more candidates recommended to him by the Board of Trustees. [G.S. 116-11(4)] The Chancellor serves at the pleasure of the Board of Governors, as does the President.

The design of the administrative structure of each institution is left to the Chancellor, acting with the approval of the President and Board of Governors in matters involving the creation or abolition of major organizational units. The administrative structure and staff organization differ from one campus to another, depending somewhat on the size of the institution and the complexity of its programs. Generally, each institution has a vice chancellor or provost who is its chief academic officer, a vice chancellor for business affairs, a principal student affairs officer (usually designated as a vice chancellor), a dean of the graduate school (where there is such a school), deans of colleges and professional schools in the larger institutions, and (in varying patterns) development officers, public information officers, assistants to the chancellor, directors of institutional research, and other supporting personnel.

"[A]ll vice-chancellors, senior academic and administrative officers and persons having permanent tenure" are appointed and have their compensation fixed by the Board of Governors on recommendation of the President and the appropriate Chancellor. [G.S. 116-11(5)] By action of the Board of Governors, "senior administrative officer" has been defined to include, in addition to vice chancellors and provosts, deans and directors of major educational and public service activities at the rank of dean or its equivalent. The appointment of other administrative personnel is within the delegated authority of the Boards of Trustees and Chancellors. Subject to policies set by the Board of Governors, their compensation is set by the Board of Trustees (or, upon further delegation, by the Chancellor) in the case of persons exempt from the State Personnel Act and by the State Personnel Board in the case of persons covered by that Act.

(2) Functions

The statutes assign few duties to the Boards of Trustees of the constituent institutions. They nominate to the President persons to fill the chancellorship. [G.S. 116-11(4)] The principal statutory duty assignment of these Boards is brief and non-specific:

> Each board of trustees shall promote the sound development of the institution within the functions prescribed for it, helping it to serve the State in a way that will complement the activities of the other institutions and aiding it to perform at a high level of excellence in every area of endeavor. Each board shall serve as advisor to the Board of Governors on matters pertaining to the institution and shall also serve as advisor to the chancellor concerning the management and development of the institution. The powers and duties of each board of trustees, not inconsistent with other provisions of this Article, shall be defined and delegated by the Board of Governors. [G.S. 116-33]

The statutory provision that "[t]he Board [of Governors] shall possess all powers not specifically given to institutional boards of trustees" limits the augmentation of the powers of the Boards of Trustees by implication. [G.S. 116-11(14)]

The statutes leave the functional significance of the Board of Trustees to be determined by the Board of Governors. The Code adds virtually nothing to the statutory statement. As one of its first acts, however, the Board of Governors adopted a resolution delegating extensive authority to each Board of Trustees with respect to institutional personnel, student admissions standards, the awarding of academic and honorary degrees, property control (except for acquisitions and dispositions of real property valued at more than $50,000), campus security, intercollegiate athletics, traffic and parking, the management of endowments and trust funds, student affairs and services, student aid, the management of auxiliary enterprises and utilities, and several other matters. [Resolution of July 7, 1972] Taken all together, the body of duties delegated to the Boards of Trustees is quite substantial and enables the necessary degree of differentiation among the institutions.

The 1972 resolution and other actions of the Board of Governors have treated the 16 Boards of Trustees uniformly (except in such respects as program or major structural differences among institutions have made some of those enactments inapplicable to some of the institutions). The statutes permit the Board of Governors to delegate differentially among institutions, however, should it find such action appropriate.

The Chancellor derives his authority in part from statute, in part from delegation by the Board of Governors, and in part by sub-delegation to him of authority delegated by the Board of Governors to the Board of Trustees.

The draftsmen of the Reorganization Act and of the Code and other instruments adopted by the Board of Governors undertook to define the respective roles of the Chancellors and the Boards of Trustees without confounding the line of responsibility that runs from the Chancellor directly to the President and through him to the Board of Governors. Some of the provisions of the Code become more understandable when read in the light of that necessity.

The statutes declare that the Chancellor shall be "the administrative and executive head of the institution and shall exercise complete executive authority therein, subject to the direction of the President." [G.S. 116-34] The Code declares that "[t]he Chancellor shall be responsible to the President for the administration of the institution, including the enforcement of the decisions, actions, policies and regulations of the Board of

Governors applicable to the institution." [Code, Sec. 502B(3)] He makes recommendations for the development of the educational program of the institution and serves as general advisor to the President (and through him the Board of Governors) with respect to all programs and activities of the institution. [Code, Sec. 501B(2)] He is the medium of official communication between the Board of Trustees and all others, and between his institution and the President and Board of Governors. [Code, Sec. 502B, 502C(4)] He is responsible to the Board of Trustees for enforcing its policies, rules, and regulations (subject to the overriding authority of the Board of Governors and that of the President as its agent). [Code, Sec. 502C(3), 502A, 502B(3); G.S. 116-34] He is also responsible for carrying out policies of the Board of Governors. [Code, Sec. 502A]

Within the institution, the Code provides that

> Subject to policies established by the Board of Governors, the Board of Trustees or the President, the Chancellor shall be the leader of and the official spokesman for the institution; he shall promote the educational excellence and general development and welfare of the institution; he shall define the scope of authority of faculties, councils, committees and officers of the institution; and all projects, programs and institutional reports to be undertaken on behalf of the institution shall be subject to his authorization and approval. [Code, Sec. 502D(1)]

He is also a member of all faculties and other academic bodies of the institution, and he must insure that there exists in the institution a representative faculty senate over which he may preside. [Code, Sec. 502D(2)] The regulation of student affairs and discipline is delegated to him. [Code, Sec. 502D(3)]

3. Activities of The University of North Carolina Since 1972

a. Effectuation of Reorganization

Though generally referred to as a "restructuring," the changes wrought by the Higher Education Reorganization Act of 1971 were -- and were meant to be -- much more far-reaching than that term implies. The Act which took effect on July 1, 1972, altered the structure, the organization, and the governance arrangements of all of the constituent institutions of The University and directly affected the program authority of most of them. Prior to 1972, for example, all nine of the regional universities had the statutory authority to grant the doctorate, subject to the approval of the Board of Higher Education; after that Act was passed, none of the constituent institutions had authority expressly given to it by statute to give any degree, but all looked to the Board of Governors to determine their degree-granting authority.

Careful planning in the months prior to July 1, 1972 enabled the Board of Governors to begin its task immediately upon entering office. For example, at the first meeting of the Board of Governors on July 7, 1972 the Board was able to elect a President and other staff members, to adopt a Code of The University of North Carolina, and to adopt a resolution delegating duties to Boards of Trustees and Chancellors. The General Administration was organized, under the President's direction, along the lines previously described. Chapel Hill was designated by the Board of Governors as the site of the General Administration offices.

In 1973, the Board of Governors and the Governor of North Carolina chose the entire initial elective and appointive membership of the 16 Boards of Trustees of the constituent institutions for staggered four-year terms. In 1975 and 1977, the appointment and election cycle recurred.

b. Budget and Finance

One of the principal functions of the Board of Governors (and of the President as its agent) is the preparation and presentation of a comprehensive budget appropriation request on behalf of The University to the Governor, the Advisory Budget Commission, and the General Assembly. The shift from biennial to annual legislative sessions in 1973-74 has required the Board to make a budget presentation every year since it began functioning in 1972. In the course of those five budget preparations and presentations, new procedures have been developed and adapted as changes in State requirements have been instituted.

Throughout most of every session of the General Assembly, the budget is a matter of active concern from near the beginning to near the end of the session. Therefore the presence of the President and that of several of his staff members in Raleigh for part or all of several days each week during the legislative review of The University's budget request is normal. In addition, appearances are often necessary on other, non-fiscal legislation affecting The University.

In addition to budgetary matters, procedures have been developed for the systematic handling of property acquisition and disposition matters between and among the constituent institutions, the General Administration, and the concerned Raleigh agencies.

Most of the constituent institutions have established endowment management boards, and the Board of Governors has transferred to those boards title to endowment assets that it held for the benefit of the respective institutions.

c. Special Planning Activities

In addition to the 1976 edition of this long-range plan, the Board of Governors has adopted since 1972 several special planning reports.

In 1973-74, in response to a requirement placed on the State of North Carolina by the Office for Civil Rights of the United States Department of Health, Education, and Welfare, The Revised North Carolina State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Education Systems was adopted. In 1977, in response to a federal court order and action of HEW finding the 1974 plan inadequate, The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems, Phase II: 1978-1983, was adopted.

Extensive reports have been adopted by the Board of Governors with respect to medical education (1973), institutional library improvement (1973), the need for a school of veterinary medicine (1974), the need for an additional law school in The University (1974), the training needs of people who teach and work in other capacities with children with learning disabilities (1974-77), State aid to students attending private institutions of higher education (1975), the special problems and needs of the five predominantly black institutions (1976), nursing education (1976), and the availability and nature of remedial programs for undergraduates on 15 campuses (1977). Pursuant to a program of systematic review of all academic degree programs, adopted as a part of the 1976 long-range plan, studies have been conducted and reports adopted by the Board in 1977 with respect to health professions programs (other than nursing) at the baccalaureate level and teacher education programs at all levels.

d. Other Activities

In addition to the described activities of the General Administration and the Board of Governors with respect to fiscal and property matters and planning, they have carried on in cooperation with the constituent institutions a substantial program of work on such matters as the review and approval of faculty appointments and promotions conferring tenure (involving several hundred transactions a year), the review and approval of senior administrative personnel appointments in the General Administration and on the campuses, the establishment and modification of a salary system for senior administrative officers at the institutional and General Administration levels, the development of basic policies with respect to academic freedom and tenure and the review and approval of tenure policies and procedures adopted by the 16 constituent institutions consistent with University-wide standards, the accommodation of University policies and practices (as an employer, for example) to federal requirements, and the planning or modification of campus buildings to meet federal standards with respect to safety and accessibility by the handicapped.

4. Enrollments: Recent Trends and Current Status

a. Growth, 1900-1975

Total enrollment in North Carolina colleges and universities, public and private, increased from 4,698 students in 1900 to 168,256 students in 1976. Preliminary returns for the fall of 1977 indicate that current enrollments total about 172,000. Enrollment levelled off at about 46,000 during the period 1947-49; then with the completion of college careers by World War II veterans and the advent of the Korean War, enrollment declined in 1951 to 40,708, the lowest level since the mid-1940's. From 1951 forward, the upward growth has been steady, more than quadrupling enrollments between 1951 and 1975. Total enrollment for 1976 showed a slight reduction from 1975, however, but fall 1977 data indicate a continuation of increasing enrollment. High birth rates, increasing disposable income, and rising citizen aspirations for higher education have accounted for much of the upsurge in college enrollment following World War II. Since 1965, when the annual rate of increase in enrollment reached a peak, the numbers have continued to rise but at a slower rate.

Detailed analyses of this increase, as well as other information concerning college enrollment, were published in 1975 in a research report entitled College Enrollments and Projections in North Carolina, 1975-80. That study pointed out that changes in college enrollment are to a large extent a reflection of the growth and distribution of population, shifts in the structure and characteristics of population, and changes in fertility, mortality, and migration.

b. Current Enrollment Generally

In the fall of 1976, the total headcount enrollment in North Carolina public and private colleges and universities was 168,256. Of this total, 117,468 students or 70 per cent were enrolled in public institutions and 50,788 or 30 per cent were enrolled in private institutions. The proportion of students choosing public institutions has grown slowly but steadily since 1958 (when the enrollment was almost evenly divided) to 1975; in 1976, it declined by one percentage point. However, preliminary enrollment data for fall 1977 indicate that the public sector increased by approximately 2.2 per cent, the private sector by 1.2 per cent. This trend would indicate a return to the previous pattern of change. (Some general characteristics of present enrollments are presented in Chapter Three.)

The total number of entering freshmen in North Carolina colleges and universities experienced its largest percentage increase over the prior year in 1965; since then the rates of growth generally have decreased. The increase or decrease in entering freshmen roughly corresponds to the change in the number of high school graduates. The number of entering freshmen in private institutions slightly exceeded the number of entering freshmen in public institutions up to 1963. Beginning in 1964 and continuing through 1975, the public institutions enrolled increasingly more entering freshmen than did private institutions. This change trend coincides with, but is not wholly explainable by, the development of community colleges in the State. The 1976 outcome of unchanged enrollment in the public senior institutions, modest decline in the community colleges and technical institutes, and modest gain in the enrollments of the private institutions largely corresponds to the national pattern for 1976, and is linked with national economic phenomena in ways not yet fully understood. Preliminary data for the fall of 1977 on entering freshmen indicate a return to the prevailing trend existing prior to 1976.

Approximately 78 per cent of all the college students enrolled in this State in the fall of 1976 were North Carolina residents. In the public sector, about 89 per cent of the students were from North Carolina and 11 per cent were from other states, down from a peak of 20 per cent non-residents in 1967. This trend coincides with changes in public policy begun in 1968 for the purpose of reducing the percentage of out-of-state students, followed in 1971 by substantial legislative increases in out-of-state tuition and concomitant decreases in the number and percentage of out-of-state students enrolled in public institutions. Private institutions drew 55 per cent of their students from North Carolina and 45 per cent from other states in 1976, a pattern that has changed little in a decade. (See Figures II-2 and 3, below.)

The extent to which North Carolina will remain attractive to non-resident students is difficult to determine. Data on student migration among the states are incomplete and not current. The only source of exact information is periodic national surveys, of which the most recent was made in 1968.[3] From the 1930's until 1968, every survey indicated that non-resident student migration into North Carolina had increased significantly since the last survey. Since 1970, however, the numbers and proportions of non-residents in the public senior institutions in North Carolina have declined markedly, while that portion of the private institutions' enrollment has stabilized in numbers and proportions.

The percentage of North Carolina residents remaining in North Carolina for their college training at all levels was about 76 in the early 1930's; it increased to 81 by 1949 and to 88 by 1968. The proportion of North Carolinians remaining in the State for their college education apparently is continuing to increase. For example, the State Demographer estimates that only about 4 per cent of the graduates of North Carolina high schools now go out-of-state for their education, and that North Carolina continues to be a net importer of students.

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[3] Residents and Migration of College Students, Fall 1968 (Washington: United States Office of Education, 1970).

Of the North Carolinians who went to college out of the state, 69 per cent went to private institutions in 1949 and 56 per cent went to such institutions in 1968.

Statewide graduate and first professional enrollment has more than doubled since 1965. Much of this increase has come in recent years and has been due to the large increase in North Carolina residents going on to advanced study in the public sector. Since 1965, the graduate and first professional enrollment in the nine public sector institutions offering such programs has increased by 11,772 students -- a 151 per cent increase. During the same period, the three private institutions offering such programs increased their graduate and first professional enrollment by about 1,584, representing approximately a 38 per cent increase.

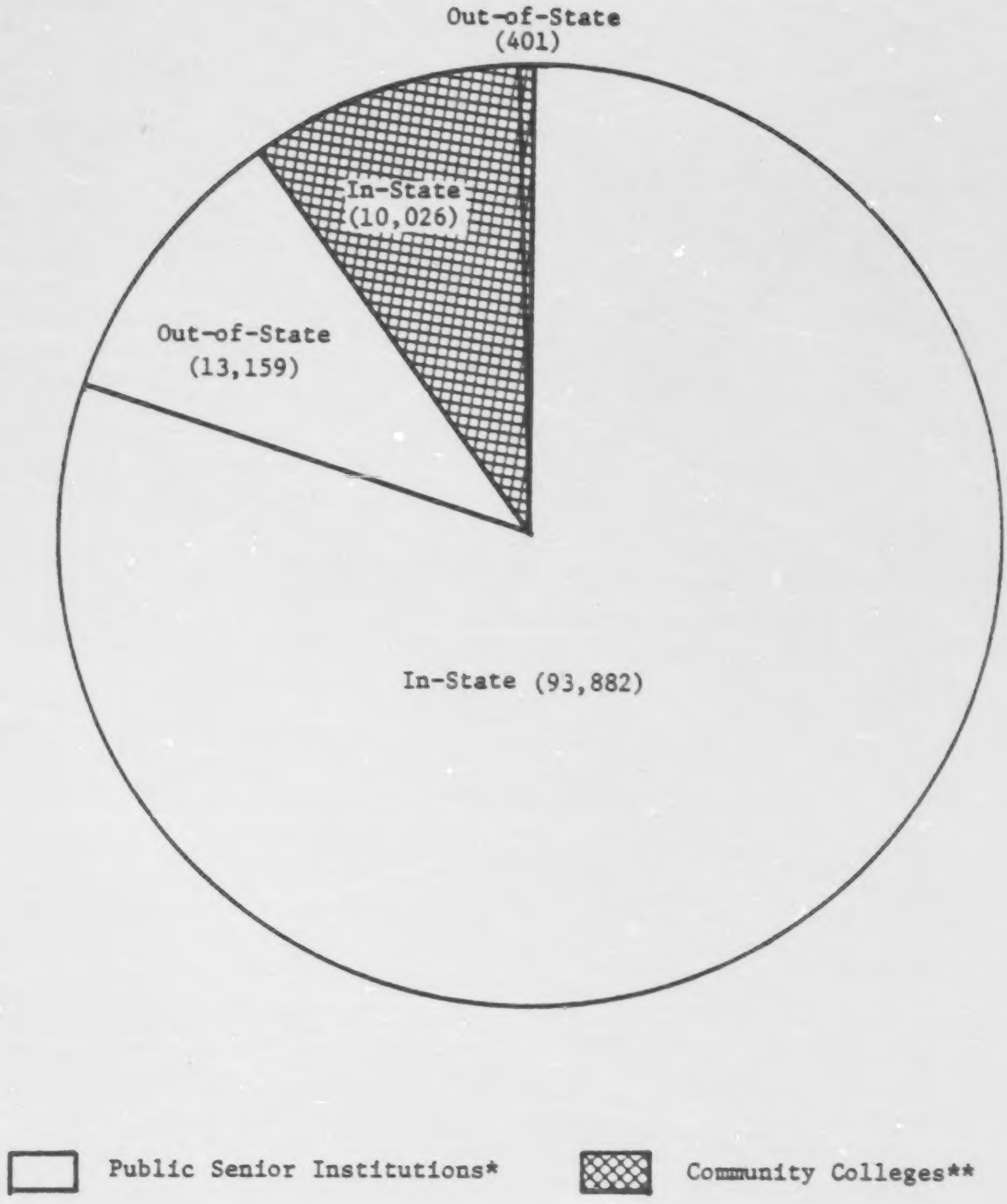
c. Current Enrollment in The University

For The University of North Carolina, total headcount enrollment for the fall of 1977 increased by 2.2 per cent over that for the fall of 1976, or from 104,807 in 1976 to 107,153 in 1977. (The three military centers are not included in these figures.)

The number enrolled in graduate and first professional programs decreased by 0.4 per cent from 1976, a marked slow-down in view of the gain of 7,682 or approximately 67.9 per cent since 1969.

Figure II-2

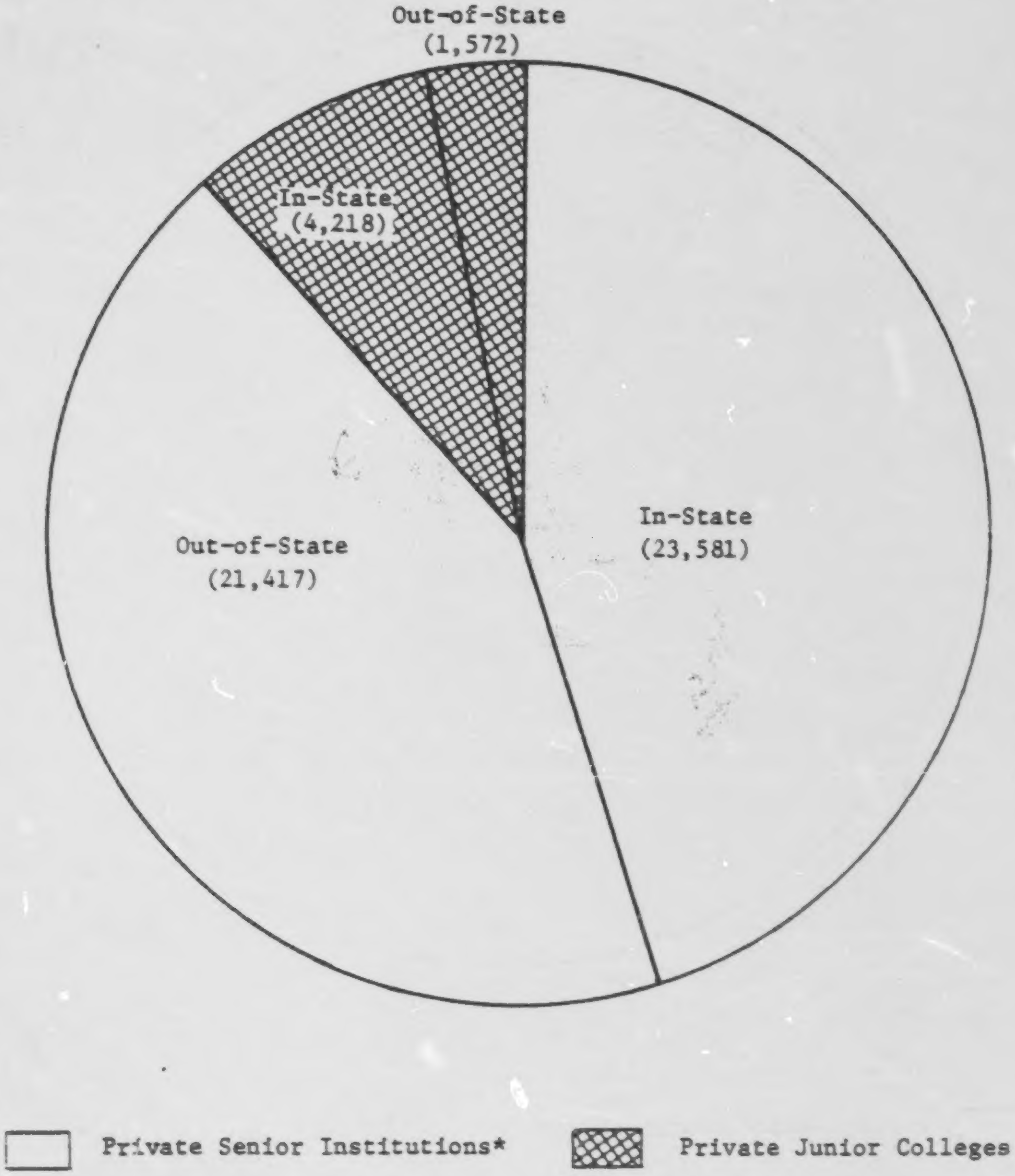
STUDENT ENROLLMENT IN NORTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES BY RESIDENCE STATUS, FALL 1976



*Includes military centers.
**College transfer program only.

Figure II-3

STUDENT ENROLLMENT IN NORTH CAROLINA PRIVATE COLLEGES AND UNIVERSITIES BY RESIDENCE STATUS, FALL 1976



*Includes theological seminary and Bible colleges.

From 1967 to 1977, the proportion of part-time students grew from 13 per cent to 20.7 per cent, more than a doubling in the number of individuals enrolled (8,540 to 22,135).

The percentage of total female enrollment in The University has increased from 41 in 1967 to 49.8 in 1977.

In 1976, male and female undergraduates were about the same age. At the graduate level both sexes tend to be about four to five years older than their undergraduate counterparts, and part-time graduate students are about five years older than full-time graduate students. Overall, about three-fourths of the student population falls in the traditional 18-23 college age population. These trends appear to be continuing in 1977.

Out-of-state enrollment in The University has levelled off at approximately 13,000 (from a high of 14,380 in 1970) and has remained relatively constant since 1973, while in-state enrollment has continued to rise.

A preliminary (and not yet fully verified) survey shows that students of the black race enrolled in The University in the fall of 1977 numbered 20,066 or 18.7 per cent of The University's enrollment. At the time of the 1970 Census of Population, blacks composed 22.2 per cent of the State's population. In 1977, of all graduates of North Carolina high schools, nearly 27.4 per cent were black, closely approximating the percentage of blacks who were 18 years old. Since 1973, black enrollments in The University have increased by about 4,620, a 29.9 per cent increase in five years. (During the same period, non-black enrollments increased about 12,080, or just over 16 per cent.) In 1977, nearly three out of every ten black students (28 per cent) enrolled in The University were on a traditionally white campus.

5. The Resources of The University

a. Human Resources

The ability of The University of North Carolina and each of its constituent institutions to contribute needed programs of instruction, research, and public service is dependent upon the quality and quantity of the resources available to The University and its institutions and upon the effective use of those resources. The most important of these are its human resources -- the students, the faculty, and the administrative staff.

(1) Students

The first human resource of The University of North Carolina and its constituent institutions is the students, for their education is the central purpose for which The University and its institutions exist. The language of the University charter of 1789 is instructive in its declaration that

> in all well regulated governments it is the indispensable duty of every Legislature to consult the happiness of a rising generation, and endeavor to fit them for an honourable discharge of the social duties of life, by paying the strictest attention to their education. . . .

The basic contributions of The University to the State and to the nation are made through its students and their individual contributions through life as citizens and in their chosen vocations.

Student enrollments in the 16 constituent institutions, and student access to higher educational opportunities, are discussed elsewhere in this plan. It is appropriate here to give a general profile of the students now enrolled. In the fall of 1977, there were 88,161 undergraduates, 14,835 students enrolled in master's programs, 1,812 enrolled in the first professional programs, and 2,345 enrolled in doctoral programs -- or a total of 107,153. The great majority, 88 per cent, were citizens of North Carolina. There were 53,763 men (50 per cent) and 53,390 women (50 per cent). Black students comprised 19 per cent of the total enrollment. Part-time students were 21 per cent of the total, indicative of the expansion of efforts by the institutions to serve the non-traditional college-age population.

(2) Faculty and Administrative Staff

(a) Numbers and Types of University Personnel

North Carolina statutes and conforming University policies establish two basic categories of personnel: SPA and EPA. "SPA employees" are those persons who are subject to the State Personnel Act. Their job classifications and grades, salaries, fringe benefits, and other perquisites are established under the policies and regulations of those agencies of the State responsible for the administration of the State Personnel Act (G.S. Chapter 126). As of October 1, 1976, there were 10,701 full-time equivalent SPA positions in The University. This number includes those paid from such sources as auxiliary enterprise receipts as well as from appropriations. There were then also 2,946 SPA persons at North Carolina Memorial Hospital. The largest numbers of SPA employees were in secretarial or clerical staff positions (4,664 full-time personnel) and inservice and maintenance positions (3,035 full-time personnel). The other SPA staff were in various managerial, professional, and technical positions.

"EPA personnel" are those employees who are exempt from the State Personnel Act. This category includes instructional and research staff, senior academic and administrative personnel (a substantial number of whom also have faculty appointments), and several other groups of non-faculty academic personnel. As of October 1, 1976, there were 8,314 full-time and 277 part-time EPA employees in The University (excluding North Carolina Memorial Hospital, Agricultural Extension Service, and Agricultural Experiment Station). In the EPA category there are also significant numbers of faculty members and other academic personnel who are supported in whole or in part from grants, contracts, receipts, and other non-appropriated sources. The largest concentrations of such support are in The University of North Carolina at Chapel Hill, where, e.g., approximately 40 per cent of salary funds in the School of Medicine are generated from clinical receipts and contracts and grants, and at North Carolina State University at Raleigh, where federal funds provided to the Agricultural Extension Service and Agricultural Experiment Station support in whole or in part many extension and research personnel in those units and in the School of Agriculture and Life Sciences. University-wide, in 1976-77 there were 10,167 authorized, full-time EPA positions, of which 6,089 were teaching positions and 320 were house staff and managerial personnel at North Carolina Memorial Hospital.

Federal reporting requirements established in 1975-76 to monitor compliance under the State plan for the further elimination of racial duality and the affirmative action program called for a comprehensive classification of all EPA employees (not counting those in North Carolina Memorial Hospital) into these four groups: (1) Instructional faculty - all persons holding academic rank whose principal or exclusive assignments of duties are in teaching and research. There were 6,089 full-time employees in this group in 1976-77. (2) Executive, administrative, and managerial - All persons with major responsibilities for administration of an institution or a department or other major institutional subdivision, although they may also have academic rank. This group includes the chancellors, vice chancellors, deans, directors, most department heads or chairmen, and other administrative personnel. Many in this group (*e.g.*, department heads and deans) also regularly have teaching responsibilities. There were 1,213 full-time employees in this group. (3) Professional personnel - Persons who have responsibilities that require specialized training who are not included in (1) or (2) -- *e.g.*, student health service physicians or various counselling personnel. There were 1,640 full-time employees in this group. (4) Technical, para-professional, and other personnel - This group includes persons whose responsibilities require specialized training that may be acquired by academic training below the baccalaureate level or through other experience, such as draftsmen, illustrators, and some computer personnel. There were 1,588 full-time employees in this group. The largest group of EPA personnel is, of course, the instructional faculty.

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(b) Faculty

The efficiency and effectiveness of the institution is dependent upon the performance and commitment of students and of all groups of employees -- faculty, administration, and supporting staff. A university's quality and character are fundamentally dependent upon the qualifications, industry, and commitment of its faculty. No other resource has the direct involvement and influence that the faculty has in determining the standards that govern the performance of basic

University responsibilities and its fundamental contributions in teaching, research, and public service.

A primary obligation of each constituent institution, therefore, is to work to recruit and retain the best qualified faculty that it can. Its ability to fulfill this obligation is dependent upon many institutionally-related factors, some principal ones being the salary resources at its disposal, along with other benefits; its commitment to academic freedom and responsibility; its adherence to personnel practices and policies which meet high standards of fairness in faculty personnel decisions, while maintaining professional standards that promote excellence and balanced effort in teaching, research, and service in the operation of its educational programs; and its provision of appropriate mechanisms and procedures that assure faculty involvement and participation in making institutional policy. All of these factors require mutual commitment and obligations on the part of both faculty and administration.

University-wide, the 6,089 full-time instructional faculty were distributed by rank in October, 1976, as follows:

Table 2-2

FACULTIES OF THE CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA BY RANK, 1976

Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Other	Total
1,600	1,591	1,955	765	137	41	6,089

This distribution by rank is the result of decisions made locally over many years in conformity with institutional policies (if any) respecting the distribution of faculty by ranks. While all appointments and promotions resulting in the conferral of permanent tenure must now be approved by the Board of Governors, the Board has adopted no policies with respect to the rank structure of any of the constituent institutions or the number or proportion of faculty members who may be given permanent tenure. A complete listing of teaching faculty, as noted above, would include a substantial number of those individuals also included in the "executive, administrative, and managerial" classification.

[1] Student-Faculty Ratios

The basic complement of teaching positions of each institution is determined by its student-faculty ratio -- *i.e.*, the ratio of budgeted full-time equivalent students to budgeted full-time teaching positions. This ratio in the constituent institutions historically has been more a derivative of budgetary decisions than a basis for budgetary decisions. In 1971, prior to reorganization, the General Assembly took budgetary actions that significantly altered this ratio in a number of institutions. For those institutions offering programs through the doctoral level, a ratio of 14.5:1 was used as the basis for appropriations for continuing operations (basically the "A" budget as it was designated at that time). For other institutions a ratio of 16:1 was used, excepting Health Affairs at The University of North Carolina at Chapel Hill, the medical education program at East Carolina University, and The North Carolina School of the Arts.

The Board of Governors has worked within this framework of ratios in its budget allocations since 1973. Institutional ratios have been altered by the allocation of additional teaching positions only for such purposes as clinical instruction in health professional degree programs or to initiate needed new programs.

The Board of Governors does not propose any comprehensive modification of current ratios. To the extent that resources may be available to it, the Board will for the present make only those alterations that may be necessary on the basis of priorities defined in academic program planning.

[2] Faculty Qualifications

One basic measurement of the faculty of an institution is the earned degrees of its members. Generally, institutions should seek to bring to their faculties individuals having the appropriate highest earned degree in their fields of teaching and research. In most instances this will be the doctorate or the first professional degree. There are important general exceptions, as in such fields as the performing arts where a master's degree may be the appropriate terminal degree. Further, there will need to be individual exceptions, where by virtue of other experience or training an individual may demonstrate necessary qualifications without the earned doctorate or first professional degree. The responsibility for balancing these considerations and determining the qualifications of faculty members is delegated to the constituent institutions and, except where permanent tenure is involved, is finally determined at that level.

Table 2-3 indicates the percentage distribution of highest earned degrees among full-time faculty in the 16 constituent institutions. The data include the 6,089 persons designated as instructional faculty, plus administrative personnel having academic rank who were, in the fall semester, 1976, engaged half-time or more in instruction and research.

Table 2-3

PERCENTAGE OF FULL-TIME FACULTY OF THE UNIVERSITY OF NORTH CAROLINA HOLDING DEGREE INDICATED, Fall, 1976

Institutions	Doctor's[a]	First Professional	Master's	Baccalaureate or Other
ASU	66.7%	1.2%	30.7%	1.4%
ECU[b]	50.8	1.1	42.0	6.1
ECSU	30.6	1.2	63.5	4.7
FSU	37.6	0.7	58.2	3.5
NCA&T	38.5	1.8	51.4	8.3
NCCU	36.8	7.4	54.5	1.3
NCSA	3.1	-	43.1	53.8
NCSU-R[c]	74.7	-	19.4	5.9
PSU	50.4	2.7	45.1	1.8
UNC-A	64.8	-	32.4	2.8
UNC-CH[b]	59.3	22.7	16.0	2.0
UNC-C	64.1	2.0	30.2	3.7
UNC-G	66.1	0.6	28.6	4.7
UNC-W	52.9	0.6	39.4	7.1
WCU	60.2	-	37.1	2.7
WSSU	35.7	0.8	55.0	8.5
TOTAL	58.2	6.7	30.5	4.6

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[a] Includes Ph.D. and Ed.D.

[b] Includes School of Medicine.

[c] Includes Extension Division.

In many academic disciplines, the market situation at the present time (in contrast to the 1960's) is such that institutions are able to recruit new faculty who have the appropriate terminal degree. The Board of Governors looks to each institution to work to this end. An additional step that would contribute to the strengthening of faculties is a program to provide support for qualified individuals already holding faculty appointments to complete their doctoral studies on leaves of absence. The predominantly black institutions have some funds for this purpose through State appropriations begun in 1969 to strengthen developing institutions and through Title III grants from the United States Office of Education. Additional funding of programs of this nature for these and other institutions was sought in the Board's budget request for 1977-79. All institutions would benefit from programs to provide leave for research or other special purposes. This entire area of faculty development is one that requires further study.

(c) Compensation

It was pointed out in Long-Range Planning, 1976-1981, adopted in April of 1976, that money to provide for salary increases for faculty and all other University staff was the highest priority need of The University. Appropriations provided by the General Assembly for this purpose during the years 1970-1975 had lagged substantially behind the inflation rate during those same years, with the consequence that faculty and other staff had sustained serious losses in real income. The competitive position of all the constituent institutions had therefore been eroded, and the fact that the 1975 session of the General Assembly had been able to provide an appropriation of less than one per cent for academic salary increases for 1975-76 had made the problem acute. In that same year, faculty salaries across the nation had been increased on the average by more than six per cent.

The General Assembly in 1976 provided needed relief. An appropriation was made for academic salary increases of four per cent, plus $300 for each budgeted position and, in addition, the Assembly appropriated approximately one per cent as a partial offset to automatic, merit, and longevity increases provided for other groups of State employees. For 1976-77, the Board of Governors issued regulations thereafter requiring increases of four per cent, plus $300, for all continuing EPA personnel in State-funded positions. The remaining appropriations were allocated to be used for merit increases.

In its 1977-79 Budget Request, the Board asked for academic salary increases of 10 per cent for each year of the biennium. The Board also asked, in its Schedule of Priorities, for funds for a faculty improvement program designed to establish parity in the level of State appropriations for each budgeted full-time teaching position among all of the general baccalaureate universities (except The University of North Carolina at Asheville, which was already funded at a level higher than any of these institutions), and among all of the comprehensive universities.

The General Assembly responded to these requests by appropriating for 1977-78 for academic salary increases approximately 8.2 per cent. Of this amount, 6.5 per cent was identical to the general legislative increase made for all State employees. The remaining amount, approximately 1.7 per cent, represented a particularly significant policy declaration by the General Assembly. These were appropriations made in lieu of those funds provided for automatic, merit, and longevity increases for other groups of State employees. Further, the General Assembly provided sufficient funds for 1977-78 in response to the Board's requests in its Schedule of Priorities to fund the first annual increment required to achieve parity in State support for all teaching positions among general baccalaureate and comprehensive universities. These responses by the General Assembly have enabled the institutions to make significant progress in the critical area of academic salaries in 1977-78. Policies enacted by the Board of Governors for 1977-78 provided for a 6.5 per cent increase for all permanent, continuing EPA personnel, and the remaining funds were allocated to be used by the institutions for merit increases.

The salary problem continues to be one of critical importance. The 1977 session of the General Assembly took no action on salary increases for 1978-79. Moreover, funds appropriated by the 1977 session in response to the Board's Schedule of Priorities do not fully fund the highest priority items for 1978-79, including the faculty improvement fund. The General Assembly reconvenes on May 31, 1978, to review the budget for 1978-79, and the Board hopes that at that time action will be taken to provide needed academic salary increase funds for that year.

b. Libraries

The libraries of the constituent institutions of The University of North Carolina are valuable resources for every major function of The University and are essential to all instruction and research. These libraries acquire, catalogue, and circulate books, periodicals, public documents, and other materials. They provide comprehensive information and reference service to students, faculty, and other users outside the institutions for a variety of purposes.

The total library holdings of The University (including health and law libraries) in 1975-76 included 6,031,435 bound volumes, and 984,800 book titles represented by microforms, and 2,654,184 separate government documents. Reflecting the increasing emphasis on expanded library functions to include all types of learning resources and instructional media, there were also 444,610 library title listings in the form of motion picture films, audio-recordings, filmstrips, video tapes, cassettes, flat pictures, maps, and charts. Libraries of constituent institutions also received over 65,941 periodicals and newspapers by subscription.

Libraries of the constituent institutions in the fiscal year 1975-76 employed 266 full-time professional librarians and 536 full-time supporting personnel, including technicians and clerical staff. Student assistants (for an annual total of 388,185 hours) supplemented the work of regular employees.

The libraries of the constituent institutions of The University during regular academic terms are open seven days a week for an average of 89 hours of service per week. To maintain the collections and offer essential services, the libraries of the constituent institutions expended almost $18,000,000 during the period from July 1, 1975 to July 30, 1976.

Membership in the Southeastern Library Network (SOLINET) affords to the library of each institution the most advanced computerized bibliographic data base in the United States. Funded in part by grants from the Mellon, Babcock, and Reynolds Foundations, SOLINET is a computerized union catalogue and shared technical processing system linking and automating over a hundred and fifty libraries in the Southern region. The system permits member libraries access through a telephone terminal to a central computerized data base of approximately one million bibliographic items, including everything acquired by the Library of Congress in the past ten years. The current service in bibliographical search, cataloging single issue material, and processing interlibrary loans is substantial. The potential it offers for serials processing and cataloging, automated acquisitions, and computerized circulation procedures is great.

Librarians of all constituent institutions of The University meet as a council quarterly to foster inter-institutional cooperation in collection development, technical processing, computer technology, and public service. This Council has established a University-wide borrower's card which makes available the collection and services of all University libraries to graduate students and faculty members of any constituent institution. Inter-library loan and cooperative bibliographical search procedures makes more effective use of University library resources.

The libraries at Duke, The University of North Carolina at Chapel Hill, and North Carolina State University at Raleigh are represented by staff members in the Triangle Universities Library Cooperation Committee (TULCC). The directors of these three libraries also serve as a library advisory committee for the National Humanities Center located at the Research Triangle Park.

c. Information Resources

Information resources in The University of North Carolina consist chiefly of personnel assigned to that function as a principal activity, the management information systems and supporting computers of General Administration and the several institutions, and a structured and recurring series of reports either designed for or used by The University to gather data necessary for sound policy analysis and decision.

The General Administration maintains a professional staff of nine persons engaged full time in providing information services to the President and his staff. They report to the Vice President for Planning. This element of the Planning Division is responsible for (1) determining the informational needs of the Board of Governors, the President, and his staff; (2) designing appropriate studies, analyses, and procedures to meet those needs; (3) translating the needs for information to the 16 constituent institutions and working with those institutions to assure comparability of response capability and accuracy of data; and (4) processing and preparing both routine and special reports required by the Board of Governors, the General Administration of The University, agencies of the State of North Carolina, and the federal government.

Each of the 16 constituent institutions of The University maintains a staff commensurate with its size which is dedicated to the function of institutional research. The Planning Division of the General Administration works directly with the 16 campus directors of institutional research and computer center directors to communicate informational needs, help develop common understanding of and response to reporting requirements, and provide assistance where needed to improve institutional procedures. Internally, the directors of institutional research coordinate the staff capacities of their own institutions to meet campus needs for management information and to meet the requirements of the General Administration.

Each institution has developed, in varying degrees of sophistication, management information systems that serve both their internal and external informational needs. In many instances, these systems are maintained on and served by computers, and the essential computer data bases are designed to generate both specialized and recurring reports as required. The General Administration provides assistance and special services to individual institutions, as appropriate to help increase efficiency and avoid cost duplication.

As noted elsewhere in this plan, present demands for information by the federal government and other agencies are so great that they largely absorb those resources that The University is able to apply to this function. As a consequence, there is an acute awareness on the part of the General Administration of the need to exercise restraint in the imposition of reporting requirements on the institutions. Therefore, the principal data base to be used for management information will be the composite and minimal data base necessary to meet continuing requirements.

The chief use of statistical data concerning The University is to prepare an annual report for the Office for Civil Rights (OCR) of the Department of Health, Education and Welfare (HEW) and a personnel report for the Equal Employment Opportunity Commission (EEOC). In addition, all institutions of The University of North Carolina participate in the annual federal Higher Education General Information Survey (HEGIS). To fill in gaps in data reported to these agencies and to meet known internal requirements, The University has designed a report series entitled North Carolina Higher Education Data (NCHED). The aggregation of the unduplicated data elements required to prepare these reports, plus the addition of 13 selected data elements for personnel and students, constitutes the data base used as our information resource. Through data base management and updating, The University fills most of its informational needs. While specialized reports are and will be required from time to time, the General Administration will continue to rely upon and refine this information process.

d. Budget

(1) Introduction

The purpose of this section is to describe The University of North Carolina in terms of the financial policies under which it operates and its budget, both current and capital, and to outline the procedures established by law and by the Board of Governors for the exercise of its budget-making authority. The current operating budget provides for the maintenance of operations at the 16 constituent institutions and the non-institutional programs administered by the Board of Governors. Data for the fiscal year 1975-76 serve as the principal means of describing the current budget. A comprehensive view of the capital budget, which provides for new construction, expansions, and improvements to existing facilities and for land acquisition, requires the use of information covering a longer period of time than a single fiscal year. The budget process, although differing in minor detail from one preparation-execution cycle to another, is described without elaboration on such differences.

(2) Financial Policies

The early (1776) constitutional commitment of the State of North Carolina to the maintenance of public institutions of higher education was made more explicit in the Constitution of 1868 and was broadened to provide for a public system of higher education in the Constitution of 1971. That instrument declares that "[t]he General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise." [Constitution of North Carolina, Article IX, Section 8 (1971)] The Constitution of 1868 had declared that "[t]he General Assembly shall provide that the benefits of the University as far as practicable, be extended to the youth of the State free of expense for tuition . . . ." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 6 (1868)] The Constitution of 1971 significantly altered that provision to direct that "[t]he General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense." (Emphasis added.) [Constitution of North Carolina, Article IX, Section 9 (1971)]

Thus the State has established by the most formal means available to it two fundamental policies: first, that it will meet the higher education needs of its citizens chiefly through the maintenance of public institutions for the purpose, and second, that the basic costs of providing instruction and other services ("benefits") to its citizens through those institutions will be met by the State. From these basic premises have been derived a number of financial policies -- some through legislation, some through administrative action, and some through action of the Board of Governors and its predecessor governing boards -- with respect to the financing of The University of North Carolina.

Current annual State General Fund appropriations for the maintenance of The University of North Carolina and its 16 campuses are $333,540,560. This amount is 15.2 per cent of the total 1977-78 appropriations from the State's General Fund. The conversion of those public resources into "benefits . . . extended to the people of the State" will, in financial terms, be approximately in accord with the distribution of the funds for 1975-76 as reported in the following pages. The purpose of the following paragraphs is to identify the relationship of other resources to this basic commitment of public funds.

Instruction is the principal and most expensive single activity of The University of North Carolina. Tuition and fees are considered an offset to the appropriations required to maintain the academic budget of The University. Originally they constituted the principal source of The University's income, and although the General Assembly began appropriating funds to the operating budget of The University in 1881, tuition and fees still constitute a substantial source of income to all of the constituent institutions and one that is anticipated in their budgets.

State law has long acknowledged that differential tuition rates may be charged residents and nonresidents of North Carolina, and for many years nonresidents have paid higher tuition rates in all of the constituent institutions than do residents. Currently the nonresident rate is about six times that for residents.

One of the responsibilities of the Board of Governors is that of fixing tuition and fees, not inconsistent with actions of the General Assembly on the subject. Prior to the creation of the Board of Governors, the fixing of tuition and fees rested with the various Boards of Trustees, except as the General Assembly chose to act on the subject. As a result, the Board of Governors inherited a tuition and fee pattern which varied widely among similar institutions.

The Board of Governors addressed this issue in its first (1973-75) budget request. One action then taken was to combine tuition and academic fees, which were direct appropriation offsets. Another step taken was the development of a three-year plan for equalizing in-state tuition and academic fee charges at institutions with similar degree-granting authority. This plan also provided for a modest increase in these fees for the purpose of offsetting some of the inflation-caused increased costs of instruction. The 1977 General Assembly took action requiring the Board of Governors to increase in-state tuition rates by ten per cent. Tuition charges at each institution generally are the same for undergraduate, graduate, and professional school students within the two main categories of State residents and nonresidents; the principal exception is found in the health sciences. Thus the tuition paid by a particular student ordinarily will not be immediately related to the cost of teaching him.

The 1971 General Assembly directly set specific tuition rates for out-of-state students and in doing so, substantially increased the tuition paid by those students. The 1975 General Assembly took action requiring the Board of Governors to increase the out-of-state tuition rates by approximately $100; the 1977 General Assembly required an additional $100 increase effective with the fall of 1977. Historically, the budgets established by the legislative process have anticipated receipts from students that were based on specific, anticipated tuition rates for both in-state and out-of-state students. As a result, the Board has found itself in the position of having to adopt those rates in order to make possible the expenditures it was authorized by the General Assembly to make.

Most other student charges recorded in the academic budgets, in contrast to tuition, are not considered as appropriation offsets but as direct support of the services for which they are assessed. An example is the application fee, which is a service charge for processing applications from prospective students. The revenue from this fee provides partial support to the operation of the campus admissions offices.

In addition to the student fees recorded in the academic budgets, there are other student fees that are charged and serve as the main source of support for the respective activities with which they are associated. Examples of these fees are athletics fees, health service fees, and student activities fees. These are student services which the General Assembly has consistently felt should be financed from student charges and from which historically no maintenance appropriation support has been available. Other student charges are made to meet commitments undertaken in connection with the sale of revenue bonds for the purpose of providing revenue-producing facilities, such as dormitories and student centers. These charges are required to meet debt service obligations and to maintain and operate the facilities constructed from bond proceeds. Since about 1960, the General Assembly has required that facilities of this nature be financed on a self-liquidating basis, whereas earlier (although no consistent policy existed) it was not uncommon for legislative appropriations to be made for facilities of this nature.

Instructional costs, as identified for 1975-76 later in this chapter and further defined elsewhere in this document, must be subdivided into three parts for examination of current means of financing: regular session, summer session, and off-campus programs. As implied above in the discussion of tuition charges, the major portion of regular session instructional costs is met from appropriations. While the State support for instruction during summer sessions is a significant factor, the major portion of summer school funds comes from student tuition and academic fees. Students receiving instruction off-campus bear an even larger proportion of the costs of instruction, usually only the administrative costs of these programs being met from State appropriations.

The second basic role of The University is research. In terms of its financing, research has two aspects: "departmental research" and "organized research." Departmental research is carried on by faculty members as a part of their regular professional pursuits and is a part of their professional roles as teachers and as scholars. This type of research receives its basic support from State appropriations, although it is often augmented by grants from outside agencies, federal, State, and private. These additional funds generally are provided to finance research on a specific subject of concern to the granting agency or organization. Grants of this nature normally are made for a specific period of time and are nonrecurring, in contrast to State funds, which are generally considered to be available on a continuing basis and to support departmental research in general.

Organized research differs from departmental research in part because it is primarily supported by grants from federal and private agencies.

Research of this nature is almost always directed toward specific topics and is often conducted through institutes or centers established within The University to facilitate research. While these institutes and centers are continuing in nature, the research efforts they carry out often are focused on specific projects which are undertaken to produce results within a specified time. The major source of funds for this type of research is the federal government.

(3) The Current Operations Budget

The current operating budget of The University of North Carolina for the fiscal year ending June 30, 1976, was $563,027,733. This budget encompassed income from all sources and expenditures for all purposes. Further perspective may be gained from a simple breakdown of the total budget by organizational entity. Unique characteristics of the established accounting and reporting systems require that subsequent analyses be directed toward identifiable segments of the current operating budget.

The 1975-76 budgets of the major organizational units of The University of North Carolina were:

Appalachian State University	$ 29,503,403
East Carolina University	35,420,354
Elizabeth City State University	5,965,574
Fayetteville State University	9,245,693
North Carolina A & T State University	20,105,597
North Carolina Central University	14,057,971
North Carolina School of the Arts	3,598,711
North Carolina State University at Raleigh	107,530,265
Pembroke State University	5,597,228
University of North Carolina at Asheville	3,719,485
University of North Carolina at Chapel Hill	191,108,681
University of North Carolina at Charlotte	17,955,300
University of North Carolina at Greensboro	27,828,350
University of North Carolina at Wilmington	7,764,277
Western Carolina University	20,122,178
Winston-Salem State University	9,774,508
General Administration	6,058,548
North Carolina Memorial Hospital	47,671,610
Total	$563,027,733

Of the above total, $359,543,178 was administered as "State Budget Funds-Academic". This segment of the budget was supported by $126,486,858 of receipts generated by the institutions and by General Fund appropriations of $233,056,320. The purposes (as described in other sections of this document) for which the total resources were spent are:

Instruction and Departmental Research	$161,518,243
Area Health Education Centers	3,764,800
Organized Research	6,185,482
Extension and Public Service	10,539,757
Agricultural Experiment Station & Extension Service	29,287,568
Libraries	16,789,611
Student Services and Administrative Support	36,341,471
Student Aid	1,922,698
Maintenance and Operation of Plant	45,521,938
North Carolina Memorial Hospital	47,671,610
Total	$359,543,178

A second classification of State Budget Funds is designated "Self-Supporting Auxiliary and Other Services" and accounted for $82,353,655 of the total budget for 1975-76. This part of the budget covers non-educational services to students and University personnel, University-operated utility systems, and a miscellany of other institutional activities. These activities receive no General Fund appropriation support. The major revenues come from charges for service, supplemented by student fees and other institutional receipts. The 1975-76 dollar volumes of the principal activities covered in this part of the operating budget were: University-operated utility systems, $20,985,749; student housing, $19,375,919; food services, $12,534,066; health services, $4,693,473; student union and recreational activities, $4,352,156; campus stores, $2,124,532; and laundry services, $1,390,284.

The remainder of the current operations budget consists of a wide variety of accounts characterized as "institutional funds" and for 1975-76 totaled $121,130,900. Although classification of receipts supporting these budgets varies among the campuses, the resources are derived primarily from federal grants and contracts, private gifts and grants, sale of institutional services, and endowment income. There is no General Fund appropriation support of these budgets. Detailed classification of expenditures also varies, but the principal expenditures attributable to these accounts in 1975-76 were for federally-sponsored research and training activities and for student financial assistance. The principal distinguishing characteristic of operations covered by this portion of the budget is that almost all of the receipts are for designated purposes and the income is not available to the institution for any other purpose or for unrestricted use.

The 1975-76 financial data for each of the organizational units from which this summary description of the current operating budget of The University has been drawn is shown in the Appendix.

(4) The Capital Improvements Budget

The capital budget of The University cannot be depicted accurately within the context of a single fiscal year. Appropriations and authorizations for capital improvements generally are not limited to a fiscal year or even to a biennial budget period. Expenditures for a single project may be recorded in a number of fiscal years. Therefore, an understanding of the capital budget can only be obtained by review of data related to a span of several years.

The major cost of capital improvements is met from General Fund appropriations. Appropriated funds can be provided by means of direct legislative appropriation of tax revenues, appropriation of proceeds of legislatively-authorized bond issues, or appropriation of proceeds of bond issues authorized by public referendum upon the recommendation of the General Assembly. Other capital improvements may be financed on a "self-liquidating basis," the terminology generally applied to any financing from sources other than appropriation. Projects defined as "self-liquidating" may be funded by the proceeds of bonds issued by The University and scheduled to be retired from user charges or facility-related receipts, gifts to The University, federal grants, or any other non-appropriated source of funds.

General Assembly appropriations for capital improvements have varied considerably from session to session, depending upon the determination of The University's needs and, of perhaps greater significance, the volume and nature of the total resources available for appropriation.

Table 2-4

APPROPRIATIONS MADE TO THE UNIVERSITY OF NORTH CAROLINA FOR CAPITAL IMPROVEMENTS

Year of Appropriation	Amount
1967	$68,339,600
1969	43,924,499
1971	60,588,500
1973	88,851,000
1974	19,071,000
1975	11,360,500
1975, 1976	26,402,500
1977	9,540,000
1977	73,000

Current capital budgets and capital improvements programs and plans are based primarily on the most recent of the appropriations. The 1973 authorizations for capital improvements totaled $150,236,100, of which $107,922,000 was supported by direct General Fund appropriation and $42,314,100 was authorized on a self-liquidating basis. The 1975 General Assembly authorized projects totaling $64,918,000, of which $40,583,000 was provided by appropriations and $24,335,000 was to be self-liquidating. The General Assembly of 1975 also enacted legislation providing for a March 23, 1976, referendum in which the voters of the State approved a $43,267,000 bond issue for capital improvements for the campuses of The University. The 1977 General Assembly authorized $46,945.00 for capital improvements, of which $9,540,000 was General Fund appropriation and $37,405,000 was to be self-liquidating.

(5) The Budget Process

The process by which The University budget is developed and administered has its legal bases in the State's Executive Budget Act and Higher Education Reorganization Act of 1971. The Board of Governors, working within this statutory framework, has developed policies and procedures designed to (1) meet its responsibilities for presenting comprehensive financial plans to the General Assembly, (2) modify those plans in light of resources made available by the legislature, and (3) establish and administer the annual budgets of The University and of those related educational activities for which the Board is responsible.

Three characteristics of the Executive Budget Act are most pertinent to the budget process of the Board of Governors. First, it is required that the Board's budget requests be presented to the General Assembly through the Governor and the Advisory Budget Commission, who have responsibility for making recommendations to the legislature on the appropriation requests of all State agencies. Second, The University's requests must be presented in the format and on a schedule established by the Director of the Budget (the Governor). Third, the Act provides that appropriations made in response to the requests of the agencies and the recommendations of the Governor and the Advisory Budget Commission may be used only for the purposes and/or objects enumerated in the itemized requirements of ". . . spending agencies submitted to the General Assembly . . . and/or as amended by the General Assembly." [G.S. 143-23]

Partly in response to the frequent criticisms of the prior procedures, which allowed each institution to deal directly with the General Assembly on appropriation matters, the 1971 legislation establishing the Board of Governors and reorganizing public senior higher education called for a single entity -- the Board of Governors -- to present a comprehensive budget request on behalf of The University of North Carolina. That legislation addresses the budget process in two principal respects. First, it prescribes the form in which the budget requests for public senior higher education were to be presented to the General Assembly. Second, the statutes establish the pattern by which appropriations are to be made by the General Assembly. The mandate to the Board with respect to budget requests is as follows:

> The Board of Governors shall develop, prepare and present to the Assembly a single, unified recommended budget for all of public senior higher education. The recommendations shall consist of requests in three general categories: (i) funds for the continuing operation of each constituent institution, (ii) funds for salary increases for employees exempt from the State Personnel Act and (iii) funds requested without reference to constituent institutions, itemized as to priority and covering such areas as new programs and activities, expansions of programs and activities, increases in enrollments, increases to accommodate internal shifts and categories of persons served, capital improvements, improvements in levels of operation and increases to remedy deficiencies, as well as other areas. [G.S. 116-11(9)a]

The directive as to appropriations is as follows:

> Funds for the continuing operation of each constituent institution shall be appropriated directly to the institution. Funds for salary increases for employees exempt from the State Personnel Act shall be appropriated to the Board in a lump sum for allocation to the institutions. Funds for the third category in paragraph a of this subdivision shall be appropriated to the Board in a lump sum. The Board shall allocate to the institutions any funds appropriated, said allocation to be made in accordance with the Board's schedule of priorities; provided, however, that when both the Board and the Advisory Budget Commission deem it to be in the best interest of the State, funds in the third category may be allocated, in whole or in part, for other items within the list of priorities or for items not included in the list. [G.S. 116-11(9)b]

In addition to the flexibility afforded by allowing changes in its "schedule of priorities," the Board is also authorized to recommend to the Advisory Budget Commission the "transfer of appropriated funds from one institution to another to provide adjustments for over- or under-enrollment or make any other adjustments among institutions that would provide for the orderly and efficient operation of the institutions." [G.S. 116-11(9)c].

This statutory context has been the principal determinant in the development of the Board of Governors' policies and procedures for budget-making and budget execution. The Executive Budget Act, as elaborated upon in the legislation of 1971, provides a balance of legal authority and responsibility in the administration of financial affairs that the Board requires for effective use of resources and for the direction of educational activities throughout The University. The required submission, as an element of its budget request, of a Schedule of Priorities gives the Board a formal means of framing comprehensive requests to the General Assembly in programmatic terms and provides the Governor and the Advisory Budget Commission, as well as the General Assembly, the informed judgment of the Board as to the relative priorities at different levels of appropriations of the various elements constituting the request. The use of the Schedule of Priorities throughout the remainder of the budget process, as contemplated by the statutes, serves the necessary purpose of documenting the relationship between the Board's budget requests, legislative action on those requests, and the institutional budgets ultimately established by the Board in the allocation process.

The Board has presented four "single, unified recommended budgets" to the General Assembly: for the 1973-75 biennium, for the 1974-75 fiscal year, for the 1975-77 biennium, and for the 1977-79 biennium. Similar procedures have been employed in the development of each request and in the determination of the form in which the requests have been transmitted, subject to minor changes reflecting only modifications required by the Director of the Budget or indicated by previous experience. Consideration of and action on the Board's requests by the Governor and the Advisory Budget Commission and subsequently by the General Assembly have been substantially as contemplated in the reorganization legislation. The allocations and budget approval procedures first used by the Board in 1973, although changed slightly in the three subsequent budget-making cycles, have satisfactorily accommodated the varying appropriations patterns of 1973, 1974, 1975, and 1977.

There follows a summary of the steps followed in the preparation of the Board's budget request and in the allocation of appropriations made to the Board of Governors by the General Assembly, and summary comments on the administration of the budgets thus established.

The steps in the process of preparation of the Board budget request for transmittal to the Governor and the Advisory Budget Commission are these:

1. The President of The University receives from the Division of State Budget and Management budget instructions which include general guidelines established by the Governor as Director of the Budget, the Advisory Budget Commission, and the Division of State Budget and Management, the final date for transmittal of the request to the Governor and Commission, and specific details as to format.

2. Following consultation with the Committee on Budget and Finance of the Board of Governors, the President provides instructions to the constituent institutions for the preparation of budget estimates.

    (a) The instructions first identify the types of increased operating costs that are to be covered in the continuation budget requests. This identification is specific and restricted by directive from the Division of State Budget and Management, which is based largely on policies and procedures established by the Governor and the Advisory Budget Commission. Acceptable increases over the authorized expenditure levels of the current year are generally limited to the address of increases mandated by State law (merit salary increments for classified personnel) or federal statute (increase in employer tax for social security), or responsive to identifiable rate increases in effect at the time of the budget submission (increase in utility or postage rates).

(b) The instructions relating to the academic salary increases request reflect conclusions reached by the President after consultation with the Committee on Budget and Finance of the Board of Governors and with the Chancellors. Specific instructions relate to the determination of the appropriation salary base on which the institutional salary increase request is calculated.

(c) The program improvements and expansions and capital improvements budget instructions provide only general guidelines as to the total level of institutional estimates and emphasize the need for establishment of institutional priorities. It is noted that some requests in this budget component are initiated by the President's staff, with the institutions participating in the development of a comprehensive University-wide request. The library improvements request, which was designed to improve the Universities' libraries over a four-year period, was developed in this manner.

3. Upon receiving instructions and guidelines from the President, each constituent institution proceeds to prepare its budget estimates in the manner indicated. The Chancellor is responsible for the preparation of the budget estimates for his institution and the assignment of institutional priorities. The internal procedure for assuring the involvement of the faculty and staff in the preparation of the institutional estimates is determined by the Chancellor.

4. The review procedures for campus budget estimates are:

(a) Continuation Budgets are reviewed and adjusted by the Vice President for Finance and his staff to assure consistency and conformance with instructions. The academic salary increases requests are also reviewed in a similar manner.

(b) An Academic Budget Committee, composed of senior members of the President's staff, reviews all campus budget estimates for program improvements and expansions and capital improvements. The Committee assesses institutional priorities, examines requests with reference to the established role and mission of the institution, and evaluates each program or project in the institutional estimates.

5. After receiving the recommendations of the Vice President for Finance and the Academic Budget Committee, the President confers individually with the Chancellors of the constituent institutions and then prepares

his budget recommendations for consideration by the Board's Committee on Budget and Finance. All proposed requests for appropriations for program improvements and expansions and capital improvements are summarized in the Schedule of Priorities and supported in appropriate detail.

6. The Board's Committee on Budget and Finance considers the budget proposed by the President and, upon its approval, submits the budget to the Board of Governors.

7. The Board of Governors considers and takes final action on the budget following approval by its Committee on Budget and Finance. The Board's budget request is then submitted to the Governor and the Advisory Budget Commission.

8. Following the formal transmittal of the request, the President represents The University in such hearings as the Governor and the Advisory Budget Commission may hold on the request.

9. The Governor and the Advisory Budget Commission forward recommendations on the University's budget request to the General Assembly as a part of the comprehensive State budget recommendations.

10. The President represents The University in hearings held by the legislative committees considering The University's budget, a process that continues throughout most of the legislative session.

After the legislative process of budget consideration has been completed, the General Assembly appropriates funds to The University in accordance with the statute cited previously. Continuation budgets are appropriated directly to the 16 constituent institutions. Academic salary increase funds are appropriated to the Board of Governors in a lump sum for allocation to the constituent institutions. Funds for program improvements and expansions and capital improvements are also appropriated to the Board in a lump sum.

Upon receipt of the notice of appropriations, each institution is given the opportunity to reassess its earlier estimates and priorities in the light of more current enrollment estimates, legislative action on the continuation requests, and the total amount made available to the Board for University-wide program expansions and capital improvements.

Utilizing internal procedures substantially the same as those followed in developing the budget request, the President then prepares and presents to the Committee on Budget and Finance recommended allocations of the lump sum appropriations. The Committee's report is then submitted to the Board of Governors and final action is taken on the allocations. These allocations, in combination with the direct appropriations to the campuses, constitute the approved operating and capital budgets for the institutions. If the Board of Governors' allocations require any amendment of the Schedule of Priorities, the concurrence of the Advisory Budget Commission in the amendments is required before allocations may be made to the institutions. The continuing operations budgets are certified to the institution in line-item detail. The allocations for operating funds from the lump sum appropriation to the Board are also transferred to the institution in the same detail.

Changes in established current operating budgets may be made in two ways. First, limited transfers of funds between budget purposes and objects of expenditures within the institutional operating budget may be approved by the Director of the Budget. Such budget revision requests are usually initiated by the Chancellor. Unless special circumstances exist, these intra-institutional budget revisions do not require the approval of the President. As indicated earlier, provision also exists for transferring funds from the established operating budget of one institution to another to provide adjustments for over- or under-enrollment or making other adjustments for the orderly and efficient operation of the institutions. Inter-institutional budget revisions which may be recommended by the Board of Governors require the approval of the Advisory

Budget Commission. This type of budget revision is usually initiated and developed by the President's staff.

The funds provided through operating budgets are not made available to the institutions automatically. In advance of each fiscal quarter, each institution makes application to the Division of State Budget and Management for the allocation to it of a portion of its annual appropriation for use during that quarter. The Budget Division may allot less than the full amount requested if it deems the anticipated revenues to be inadequate to support the expenditures authorized by appropriations.

The capital improvements budgets are, by Board of Governors policy, subject to more centralized execution than are operating budgets. Capital funds, although allocated by the Board for specific projects at the constituent institutions, are not transferred to the institutions immediately. Capital funds are not transferred until the construction bid procedure has been completed and the actual cost of the proposed project determined. This procedure provides the maximum feasible flexibility in the use of appropriations, allowing transfers between capital projects which cost more than the initial allocation and those which cost less than the initial allocation. Further, the President is authorized by the Board to approve limited transfers from one project to another in the interest of timely execution of construction contracts. If a budget transfer involves a change in the Schedule of Priorities lines as established, the concurrence of the Advisory Budget Commission is required.

Each institution is required to file a monthly financial report with the Division of State Budget and Management on each State budget code for both operating and capital improvement funds. Copies of these reports are received by the President.

e. Student Financial Assistance

Student financial assistance is provided from [illegible] combination of federal, State, institutional, and private sources. A substantial part of the student aid resources for students enrolled in The University of North Carolina is provided from non-State sources. There are significant foundation and other private gifts and grants which provide scholarships, fellowships, and other forms of aid in some of the constituent institutions. There are several major programs in all institutions funded from federal appropriations. It should be emphasized that, although these programs are supported from federal appropriations, the substantial responsibility for student counseling on financial aid, as well as significant administrative costs and obligations, is carried by the student financial aid offices of the institutions primarily at State expense. In addition to these campus-administered programs, the State Education Assistance Authority administers the North Carolina Student Loan Program. State appropriations support some of the administrative costs of this program and in addition have provided $1.2 million as a reserve to insure student loans against default. The Authority issues tax exempt revenue bonds to raise capital for student loans. The Reserve Trust Fund, of which State appropriations are a part, provides the guarantee for the bonds. Thus $1.2 million in State appropriations has produced $12 million in student loan resources.

For many years State appropriations have provided funds for student financial assistance programs such as non-service scholarships and college work-study. The 1975 Legislature provided State appropriations of $849,220 for 1975-76 and $763,015 for 1976-77 for matching requirements of the college work-study program which permitted full utilization of federal funds available to the constituent institutions. The 1977 General Assembly provided $763,015 for each year of the biennium to assure continued full funding for this program during the 1977-79 biennium.

Several new programs were funded for the first time in 1975. A minority presence scholarship program was initiated and funded in the amount of $300,000 during each year of 1975-77 biennium, and continued in 1977-79 at $300,000 annually. A North Carolina Incentive Grants Program was begun and funded in the amount of $500,000 for 1975-76 and $650,000 for 1976-77, thus entitling the State to an equal amount of federal funds for each of these years. The 1977 General Assembly appropriated $1,367,285 for each year of the 1977-79 biennium for Student Incentive Grants and the costs of program administration. The federal grants to North Carolina during 1977-79 are expected to be $1,289,891 a year, bringing the total of federal and State funds for this program to $2,657,176 for each year of the biennium.

The program of State financial aid to needy North Carolina resident undergraduate students attending private colleges in the State, authorized in 1971, is supported by an appropriation of $4,700,000 for 1977-78. The companion program to aid all North Carolina resident undergraduates attending those private institutions in the amount of $300 per student has an appropriation of $6,500,000 for 1977-78.

Many of these programs for which State funds provide partial support, such as the North Carolina Student Loan Program and the North Carolina Incentive Grants Program, make student financial assistance available to students attending both public and private institutions.

The relative importance and diversified nature of the student financial aid resources currently afforded students of The University of North Carolina is revealed in the fact that in 1975-76, students at the 16 constituent institutions received financial assistance from all sources of over $88,000,000. (See Table A-2-5 for more details with respect to financial aid.)

6. Contributions of The University

a. Instructional Program: Benefits

Throughout its history, North Carolina has placed emphasis upon the necessary role of higher education in the life of the State. Beginning with the first State Constitution of 1776, an obligation to provide higher education opportunities has been a conspicuous element in the development of North Carolina. This obligation is reflected in current constitutional provisions with respect to encouraging the means of education, the maintenance of a public system of higher education, and providing the benefits of public higher education to the people of the State at the lowest practicable cost to them.

The question is nevertheless asked, and appropriately asked: Does higher education truly benefit both the individual and the society as a whole? For analytical convenience, the answer to this question outlined below can be divided into individual benefits and social benefits derived from higher education. While data considerations require an answer to this question based on national information and research, the answer is applicable in the North Carolina context.

The overall analysis to follow, based largely on new research sponsored jointly by the Carnegie Commission and The National Bureau of Economic Research finds that (1) formal schooling does yield a monetary "payoff"; (2) the payoff is not restricted to those with favorable family background factors or high ability; (3) higher education tends to enhance capacity for intelligent choice in many areas of human activity; (4) those with more education regard the acquisition of general knowledge as a much more important (productive) function of schools than preparation for specific careers[4]; and (5) higher education produces substantial social benefits through both its strictly instructional activities and its research and public service activities.

The benefits received by an individual investing in a higher education, the so-called personal or private benefits, may be pecuniary or nonpecuniary in nature. Certainly the most easily-quantified and often-studied topic in the economics of education is the influence of schooling on individual earnings.

Among the primary personal benefits of investment in higher education are increased income and enhanced job security. On the average, there is little doubt that income rises with formal schooling levels, and that unemployment varies inversely with education. Not as obvious are the actual rates of return on investment in higher education or the size of the differentials in earnings between persons with different educational attainment levels, after adjustments have been made for variations in ability and family background.

Specifically, although innate ability and educational attainment are positively correlated and although innate ability and earnings potential are also correlated, it does not necessarily follow that

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[4] F. Thomas Juster, ed., Education, Income, and Human Behavior (New York: McGraw-Hill Co., 1975), pp. 41-42.

Table 2-5

EDUCATION AND MEDIAN TOTAL INCOME IN 1975 --
PERSONS 25 YEARS OLD AND OVER
(Year-Round Full-Time Workers)

Schooling Level	Median Income Males	Median Income Females
Less than 8 years	$ 8,647	$ 5,109
8 years	10,600	5,691
1 - 3 years high school	11,511	6,355
4 years high school	13,542	7,777
1 - 3 years college	14,989	9,126
4 years college	17,477	10,349
5 or more years college	19,658	13,138

Source: Current Population Reports, Series P-60, No. 105, U.S. Department of Commerce, Washington, D.C., June, 1977, Table 47.

education by itself causes the observed higher earnings. Recent empirical work has attempted to filter out from the observed, gross returns to schooling the influence on earnings of both mental ability and family background, thus resulting in a "truer" measure of the independent effect of schooling on earnings. Using IQ, high school rank, and other standards as admittedly imperfect measures of ability, these studies conclude (1) that omission of ability measures may bias upward the estimated returns to schooling (by about 20 per cent) and (2) that ability in its own right is an important determinant of earnings. Nonetheless, as noted by Juster,

> The estimated private returns [of schooling] . . . are only slightly less than returns to physical capital. On the other hand, none of these calculations include either private nonmonetary returns to investment in schooling . . . or social monetary or nonmonetary returns.[5]

Thus, the overriding conclusion from current research is that higher education pays a substantial monetary return to those who invest in it, even after careful adjustments are made for ability and background.

Unemployment rates of workers by schooling category tell a similar story. In March, 1976, the unemployment rate for college graduates (16 - 24 years) was 6.4 per cent, compared to 14.8 per cent for high school graduates, 22.6 per cent for high school drop-outs, and 20.3 per cent for those with less than 8 years of schooling.[6] Cyclical fluctuations in the economy, moreover, are much more likely to affect adversely those with fewer years of schooling.

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[5] Juster, op. cit., p. 18.

[6] Kopp Michelotti, "Special Labor Force Report -- Educational Attainment of Workers, March, 1976," Monthly Labor Review, March, 1977, pp. 62-65.

Turning now to the personal, nonpecuniary aspects of higher education, it may be cogently argued that the most important impact of higher education on individuals is not the enhancement of earnings potential, but rather the changes higher education causes in social and community attitudes, work habits, and in the development of constructive and positive behavior patterns within the constraints of a democratic society; and the immediate satisfaction of attending college and the satisfaction which families derive from the opportunities that become available to their children through higher education. To this can be added the life-long personal rewards gained in knowledge, understanding, and heightened aesthetic appreciation.[7]

But there are also more mundane benefits. Recent research on labor force participation of women has demonstrated, inter alia, that the rearing and training of children is a relatively productive activity for married women and that their productivity in this area is enhanced by higher education. Women with more education spend less time in activities related to home maintenance and considerably more time in activities related to child care. Time spent with children is also significantly greater for husbands with more highly educated wives. It would seem, therefore, that education plays a significant role not only in the current distribution of jobs and income, but also in providing for children's education. Other research indicates that persons with higher education on the average tend to regard their work as more challenging and interesting, and as holding a greater promise for advancement, than do persons with fewer schooling years. In addition, these studies consistently report that persons with higher education are more efficient consumers and have a greater ability to manage their own private financial affairs and investments. Further, the data strongly suggest that "those with more education regard the acquisition of general knowledge as a much more important (productive) function of schools than preparation for specific careers."[8]

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[7] Howard R. Bowen and Paul Servelle, Who Benefits from Higher Education -- and Who Should Pay? (Washington: American Association of Higher Education, 1972), p. 21.

Social benefits from higher education or the advantage gained by society as a whole due to investment in higher education derive partly from the instructional activities of higher education and partly from the research and public service activities.

Bowen and Servelle summarize the benefits from these activities as follows:

> [Higher education through its instructional activities] raises the quality of civic and business life by providing an educated political leadership, by preparing people for good citizenship, by providing the host of volunteer community leaders needed to make society function, and by supplying a large corps of people who can bring humane values and broad social outlook to government, business, and other practical affairs. Higher education results on the whole in improved home care and training of children. It produces millions of persons who enter essential professions having compensation below rates paid for work requiring less education -- for example, teachers, clergymen, nurses, social workers, and public officials. Colleges and universities are centers for the propagation of social change or change in public policy, for example, in race relations, . . . , and environmental policy -- though not everyone regards this function as beneficial. Colleges and universities provide a vast and versatile pool of specialized talent available to society for a wide variety of emergent social problems. This talent is informed and expert on problems of many kinds, for example, rare diseases, foreign policy, pollution, urban planning, unemployment, taxation, water supply, and thousands of others. The standby value of this pool of talent is enormous. Finally, higher education contributes refinement of conduct, aesthetic appreciation, and taste, and thus adds to the graciousness and variety of life.

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[8] Juster, op. cit., p. 41.

> Through activities in research, scholarship, criticism, creative art, and public service, higher education also produces social benefits of great value. We shall refer to these as the "scholarly activities" of colleges and universities. Through research, higher education produces knowledge which is a good in itself, which is the foundation of our technology (broadly defined), and which provides the ideas and means for shaping the future. Through scholarship, colleges and universities preserve the cultural heritage, interpret it to the present, discover values and meanings and distill wisdom out of past experience. Through social and artistic criticism, they screen and evaluate ideas of the past and present. As patrons and promoters of the arts, they are among the chief centers in our society of artistic creativity. As centers of public service, they provide medical clinics, agricultural extension, professional conferences, and consultation on public and private problems. To sum up, higher education is a major factor in the preservation and transmission of the cultural heritage, in the formation of the culture of the future, and in the solution of immediate problems . . . merely by identifying -- vaguely to be sure -- the social benefits from higher education, one establishes that they are substantial.[9]

These remarks describe succinctly the contributions of higher education generally, and the contributions of The University of North Carolina to the State, to the larger community, and to the students who attend and graduate from its institutions.

b. Research Programs

The University of North Carolina makes a substantial and enduring contribution through the research activities carried on in its constituent institutions. While vitally related to the instructional function of The University, research has a significance transcending its immediate contribution to the classroom. The research university in particular is a place of congregation for a community of scholars in whose support are assembled the libraries, laboratories, computers, and other technological and human resources necessary to enable them to carry on the creation, synthesis, and dissemination of knowledge. Through university-based research have come many of the advances of modern times in our understanding of the physical and social world we inhabit.

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[9] Bowen and Servelle, op. cit., pp. 25-26.

As an aspect of the functional distribution of responsibility within The University, the Board of Governors has recognized the role and obligations The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh have developed over many years as major research universities, and in all appropriate ways it has sought to strengthen their research capacities. The University of North Carolina at Greensboro, as a doctoral degree-granting institution, also has a significant research role. The regional and baccalaureate institutions also have research functions, especially in aid of their teaching roles.

Research in The University of North Carolina, as in most universities, is carried out in several ways. There is the individually initiated and sustained research that the intellectually active faculty member traditionally carries on to broaden his knowledge and understanding of his field to the profit of himself, his students and, through publication in various forms, his professional colleagues, and for which he typically receives no special, identifiable institutional support from his university. There is the closely related "departmental research," carried on by the faculty member with the encouragement of his academic department, and often with the more tangible recognition of his institution in the form of a teaching load that implies an obligation to spend a substantial part of his professional effort in research. And there is the research activity carried on in centers and institutes organized and financed, at least in part, expressly for the conduct of research, typically research related to a particular subject-matter or field of inquiry.

The first type of research is largely financed by the individual faculty member, with occasional aid from institutional or external sources to finance travel, leaves of absence, or publication costs. The fact that this type of research therefore does not bulk large in the statistics of research grants and contracts should in no way minimize its importance.

Departmental research is sustained by the university as a part of its general function, and the extent of such support reflects the nature of the institution.

The third type of research is specially financed through grant, contract, or appropriated support to research institutes and centers. Within The University of North Carolina, there are today 72 such identifiable research units -- nine organized on an interinstitutional basis and 25 on an institutional basis. The University of North Carolina at Chapel Hill reports 25 institutional institutes and centers, and North Carolina State University at Raleigh has 14. Research institutes and centers vary in size and scope from large organizations with statewide responsibilities, such as the Agricultural Experiment Station and the Institute of Government, to those which involve only a few faculty members on a part-time basis and receive limited research support.

Constituent institutions of The University of North Carolina received nearly $60 million for research in fiscal year 1975-76. The greater part of these funds were provided by federal sources and went to The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh.

More than half of these funds was provided for research in the life sciences. This category embraces medical and public health research at The University of North Carolina at Chapel Hill where major research activities are conducted in such areas as cancer, heart disease, kidney disorders, and developmental disabilities of children. The category also includes agricultural research at North Carolina State University at Raleigh which is largely directed toward the improved production, processing, and use of agricultural foods and fibers. Other major areas of research included chemistry, engineering, physics, the environmental sciences, and population studies.

c. Public Service Programs

Each constituent institution of The University of North Carolina provides some form of public service to persons other than regularly enrolled students. The categories of public service provided include community services, cooperative extension services, direct patient care and health care supportive services, and public broadcasting services.

In the category of community services, the constituent institutions in fiscal year 1976-77 conducted 1,708 non-credit courses totaling over 2.3 million student contact hours of non-degree related instruction. These activities represented the provision of faculty and staff services, rather than an "extension" of the instructional program.

Community service includes advisory and other professional services as well as non-credit instruction. Among The University's many community service activities are the Institute of Government of The University of North Carolina at Chapel Hill, the largest institution of its kind in the nation, and urban affairs centers on several campuses of The University, which are means of involving the faculties of those institutions as consultants and advisers to community leaders and organizations as well as in research.

The major cooperative extension service component of The University is the North Carolina Agricultural Extension Service, operated by North Carolina State University at Raleigh in cooperation with North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro. This activity synthesizes agricultural research results, adapts them for application, and assists in their practical application in each North Carolina county. North Carolina State University at Raleigh also provides important industrial and textile extension services, making available to those large sectors of our economy pertinent technological and scientific developments.

Advisory Services of the Sea Grant program applies a similar extension approach to the management of the State's coastal and marine resources. This program involves North Carolina State University at Raleigh, East Carolina University, The University of North Carolina at Chapel Hill, and The University of North Carolina at Wilmington.

Direct patient care is provided by The University of North Carolina at Chapel Hill through both North Carolina Memorial Hospital and the Area Health Education Centers (AHEC). These services are provided in the process of training medical and other health professions personnel, and they constitute a major health care asset for all the people of North Carolina. During fiscal 1976-77, an estimated 177,000 in-patient days of hospital care and 208,000 clinic visits were recorded at North Carolina Memorial Hospital. The faculty of the School of Medicine at East Carolina University also supplies direct patient care through the AHEC and through the affiliated Pitt County Memorial Hospital, and that activity will grow with the Medical School.

The major public broadcasting services activity of The University is the University Television Network. Programs for the Network are produced in studios at North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro. The Network currently provides about 4,200 hours of programs a year, about 275 of which are produced in its own studios. The Network emphasizes public affairs and cultural programming. An estimated 750,000 elementary and secondary school pupils a year are enrolled in classes in which in-school television is used as a part of the instructional process, a major feature of the Network's service.

The University of North Carolina at Chapel Hill has a public radio station, WUNC-FM. This station provides cultural, public affairs, community information, health, and consumer affairs programming.

These public service activities of The University are described in more detail in Chapter Five of this plan.

C. Community College System

1. Development to 1977

The Community College System, which now consists of 20 community colleges and 37 technical institutes, is the product of almost half a century of development. During that time, North Carolina has sought in several ways to fill for its citizens the educational needs beyond the scope of the high school but not ordinarily met by the senior college and university.

Cities and counties were authorized as early as 1927 to establish tax-supported junior colleges. The first such institution, established in Asheville in 1928, evolved into The University of North Carolina at Asheville. About 1947, the city of Charlotte and the county of Mecklenburg each established a junior college, carrying forward programs begun in the mid-1940's as extension activities of The University of North Carolina at Chapel Hill. Charlotte College ultimately became The University of North Carolina at Charlotte and Mecklenburg College merged with the Charlotte Industrial Education Center to form Central Piedmont Community College. Shortly after World War II, two junior colleges were established at Wilmington, one to serve white students and the other to serve black students. These two institutions subsequently were merged and ultimately became The University of North Carolina at Wilmington.

Beginning in 1955 and continuing until 1963, the State gave limited aid to local public postsecondary educational institutions. This aid was allocated initially on the basis of $3 per student credit hour of instruction and was later increased to $5 per student credit hour. The College of the

Albemarle was established at Elizabeth City in 1961, but for the most part the added incentive of State support did little to encourage the development of new institutions. Many of the efforts that were made overlapped the lower levels of many existing State and private academic colleges and did not meet the needs for adult basic education, adult high school education, or occupational training.

In 1957, the State began experimenting with State-financed "technical institutes of college grade" to provide technical training. These institutes were to be organized and operated in various regions of the State under the administration and direction of North Carolina State College's School of Engineering. Appropriations of funds were made to establish one such institute in the West and one in the East. Only the one in the West, Gaston Technical Institute (1964), actually was established. This approach proved impracticable and inadequate. The "college grade" objective aimed at too small a segment of the population needing adult education and occupational training.

The State Board of Education proposed to the General Assembly in 1957 that there be developed under its control and in connection with the public schools a system of adult education and occupational training centers designated "industrial education centers." The plan was to establish such centers in selected public high schools in various counties. The centers were to be financed primarily by State funds for operation and equipment and by local funding for building and plant operation. Approximately twenty industrial education centers were established between 1957 and 1963.

By the early 1960's, it became apparent that the State was developing two sets of institutions which originally had different objectives but which were becoming increasingly alike. One was the system of industrial education centers under the State Board of Education, whose students needed general education courses in addition to their technical-vocational curriculum. The other was the system of six existing community junior colleges under the State Board of Higher Education. The potential for duplication of programs under that arrangement was obvious and called for remedy.

In 1963, the State adopted a new strategy to provide comprehensive educational opportunities to its citizens beyond high school age. In that year, acting upon the recommendation of the Governor's Commission on Education Beyond the High School, the North Carolina General Assembly enacted the Community Colleges Act of 1963. By the authority of this law, the State Board of Education created the Department of Community Colleges and brought under its supervision all of the twenty industrial education centers and three of the existing community colleges. (The other three community colleges became senior institutions in 1963.) Between 1964 and 1968, all of the industrial education centers became technical institutes or comprehensive community colleges, and during and since that time other institutions have been added to the system and several technical institutes have become community colleges with legislative sanction.

2. Role of the Community College System

The purpose of the North Carolina Community College System is to offer a comprehensive educational opportunity not otherwise available in the State. In carrying out this role, the technical institutes and community colleges offer academic, cultural, and occupational education and training opportunities from basic education through the two-year associate degree level at convenient times and places and at nominal cost to anyone of eligible age who can learn and whose needs can be met by these institutions.

To accomplish this purpose, it has been necessary that each institution determine the unique educational needs of its own service area; that it adapt its educational programs to those needs; and that it maintain effective articulation with the public schools, with four-year colleges and universities, and with employers in the area.

The non-resident, multi-purpose, community-centered institutions of the Community College System extend educational opportunity to the high school graduate as well as to any person who is not a high school graduate but is 18 years old or older (and in special circumstances, to such persons between the ages of 16 and 18). Each North Carolina technical institute or community college maintains an open-door admissions policy but may exercise selectivity in the placement of students in its various instructional programs.

The unique role of the Community College System is described in the System Report for 1963-70, as "fundamentally different from the role assigned to four-year colleges and universities." The report states further that, "The State Board of Education is completely committed to maintaining the unique, comprehensive role of the institutions in the

Community College System, and is opposed to any consideration of a community college as an embryonic four-year college." The firmness and success of that policy are reflected in the fact that no community college or technical institute has been converted into a four-year institution since the adoption of the 1963 Community College Act.

3. Organization

Community colleges and technical institutes are county-owned, State-aided institutions. The Department of Community Colleges provides direction, coordination, leadership, and professional assistance under the general regulatory jurisdiction of the State Board of Education. The system is declared by statute to be "separate from the free public school system" and also separate and apart from the State-owned senior higher education institutions that constitute The University of North Carolina. The State assumes basic financial responsibility for costs of administration, instruction, and related equipment in the community college institutions; counties assume primary responsibility for the cost of buildings and grounds and for the support of plant operations and maintenance. Each level of government may supplement whatever amounts of money the other level is required to provide in basic support.

a. The State Board of Education

The State Board of Education is a constitutionally-established body composed of thirteen members: two of these members, the Lieutenant Governor and the State Treasurer, serve ex officio but with full voting power; eleven members are appointed by the Governor, subject to confirmation by the General Assembly.

The State Board has broad powers with respect to the Community College System. The Board

> may adopt and execute such policies, regulations and standards concerning the establishment and operation of institutions as the Board may deem necessary to insure the quality of educational programs, to promote the systematic meeting of educational needs of the State, and to provide for the equitable distribution of State and federal funds to the several institutions. [G.S. 115A-5]

b. The Community College Advisory Council

The State Board of Education under the provisions of the statutes appoints an Advisory Council to the Community College System which must include two members of The University of North Carolina Board of Governors or its staff. The Council advises the State Board of Education on personnel, curriculum, finance, articulation, and other educational matters. The Council has recently been drastically reduced in size to 19 people to improve its effectiveness.

c. Controller

The Controller is the executive officer of the State Board of Education in the supervision and management of budgetary allocation, accounting certification, and disbursement of all State and federal funds under the control of the Board, including funds allocated to institutions in the Community College System.

d. Department of Community Colleges

The Department of Community Colleges, headed by the State President, provides State-level administration and leadership of the Community College System under the direction of the State Board of Education. The State President reports to the State Board of Education, usually through a standing committee on Community Colleges. He is responsible for organizing and managing the Department of Community Colleges and for carrying out the philosophy, policies, and instructions of the State Board of Education that pertain to technical institutes and community colleges. He works cooperatively with the State Superintendent of Public Instruction and the Controller, who also report to the Board. The State President conducts planning activities for the Community College System jointly with officials of The University of North Carolina and coordinates the work of the Department with that of other State agencies and with federal agencies. He is assisted in his work by a professional and clerical staff.

The Department's function is to provide leadership and assistance to institutions in the statewide system with both administrative and educational services. As the fifty-seven institutions are governed locally by individual boards of trustees, the functions of the Department tend in practice to be consultative and advisory with respect to those institutions.

There are four divisions of the Department; each is under a Vice President. These divisions are Institutional Services, Planning and Policy, Student Personnel and Program Resources, and Educational Programs.

e. Local Boards of Trustees

Each community college or technical institute has a 13-member board of trustees. Four trustees are appointed by the Governor, four by the local board or boards of education in the administrative area of the institution, and four by the county commissioners; the president of the student government serves *ex officio* without vote. Trustees serve for staggered eight-year terms, so that three members (one in each group) are appointed in each odd-numbered year. When a vacancy occurs during the term of a member, the replacement is appointed by the same authority that appointed the vacating member.

Each board of trustees is a body corporate, entitled "to acquire, hold, and transfer real and personal property, to enter into contracts, to institute and defend legal actions and suits, and to exercise such other rights and privileges as may be necessary for the management and administration of the institution . . . ." [G.S. 115A-9]

The powers and duties of the board of trustees include the appointment of the institutional president, subject to the approval of the State Board of Education, and the appointment of other personnel, subject to standards set by the State Board.

All personnel employed at each community college and technical institute (including the president) are legally employees of the *institution* and not of the Community College System. Each insitution is also an instrumentality of county government.

f. Institutions

The Community College System legislation provides for three types of institutions: community colleges, technical institutes, and industrial education centers. (There are currently no industrial education centers in existence.)

The State Board of Education, the Governor, and the Advisory Budget Commission must approve the establishment of any new institution, as well as the conversion of an established institution to another type of institution. The State Board of Education permits a new institution to be established as either a technical institute or a community college.

4. Educational Programs

Technical institutes offer two-year technical curriculum programs, vocational curriculum programs, and extension programs in general adult education. They also offer short-term, single courses for occupational training and single courses of a cultural or personal interest nature. The community colleges offer the same types of programs and courses, plus a two-year curriculum which may lead to transfer to a senior college.

While all of the types of programs offered by the community colleges are described briefly in the following paragraphs for the sake of completeness, the planning and coordinating responsibility of the Board of Governors extends only to the college transfer programs maintained by the Community College System. (For present purposes, the term "higher education" is deemed to include only work potentially transferable to constituent institutions of The University of North Carolina for degree credit, whatever the status of the transferring institution.)

a. Curriculum Programs

(1) College transfer programs leading to an Associate in Arts, Associate in Fine Arts, or Associate in Science degree require two years (a minimum of 96 quarter hours) of courses paralleling the freshman and sophomore years offered at senior colleges and universities. These programs are designed to allow for transfer to the junior year of a senior institution and are offered only at community colleges.

Each of these programs includes a core of general education courses developed within guidelines established in 1964 by the Curriculum Committee of the Community College Advisory Council. The Joint Committee on College Transfer Students, which represents senior and junior public and private institutions, was established in 1965 to improve the articulation of programs at all higher education levels and to facilitate transfers of students among institutions of higher education in North Carolina.

The general education core establishes for all transfer students minimums of approximately one year of English, one year of social science, one year of humanities, one year of mathematics, one year of a laboratory science in the biological or physical sciences, and one course in physical education. In a two-year program requiring 96 quarter hours of credit, the student takes 51 quarter hours of general education. This broad exposure to the liberal arts provides:

a. a common core of experience for all transfer students;
b. some insight into the basic areas of knowledge; and
c. a frame of reference from which the student may make an intelligent decision regarding professional goals.

The liberal arts program, culminating in an Associate of Arts or Associate in Fine Arts degree, is designed for the student who intends to transfer to a senior college or university. In addition to the general education core, the student may select other courses providing additional depth in a specific area of the arts and sciences. Pre-professional programs are similar in intention, but the curriculum generally requires fewer courses in the social sciences and humanities and more courses in mathematics and laboratory sciences. Pre-professional programs contain specialized courses in such studies as agriculture, business administration, pharmacy, and social work in addition to the general education core. They may culminate in either an Associate in Arts, Associate in Science, or Associate in Fine Arts degree.

(2) General Education Programs provide introductory courses in the liberal arts and basic sciences and allow the student to take a major portion of his course work in accordance with his personal interests rather than to meet specific requirements for college transfer. The successful completion of 96 hours of credit in this program leads to an Associate Degree in General Education. Fewer hours of work are required for a Certificate in General Education. Both community colleges and technical institutes may offer the general education program. Some of the courses taken under the General Education designation are transferrable on a course-by-course basis to senior institutions.

(3) Technical Programs prepare students for entry into jobs in para-professional fields. In addition to occupational courses, these programs include courses in the areas of English and social science. In general, these programs are two academic years in

length and lead to the Associate in Applied Science degree. Even though the technical programs are designed for entrance into employment and not for college transfer, particular courses are often accepted for transfer credit toward a bachelor of technology degree by some senior colleges or universities.

Moreover, some entire programs are now being accepted for transfer to senior institutions under bilateral agreements and in accordance with guidelines established by the Joint Committee on College Transfer Students. A two-year study of curricula in the health professions, sponsored by The University of North Carolina and the State Department of Community Colleges, has led to guidelines for transfer of technical program students in several fields in the health professions. This study served as a guide for a similar study of articulation in nursing education which is now underway. The findings of the North Carolina Health Professions Articulation Study have been used in other states as a guide for examining problems of transferring credit in Allied Health Education.

(4) Vocational Programs are designed to prepare people for entrance into a skilled occupation and may range from one to seven quarters in length, certificates usually are awarded upon completion of the one-quarter to three-quarter programs and diplomas are awarded upon the completion of any program of four quarters or longer. These curricula include courses in communication skills and the social sciences directly related to the occupational goals of the programs.

b. Extension Programs

Extension Programs include (a) short-term single courses, each complete in itself, which provide upgrading and updating of occupational skills for persons currently employed or preparatory-level skills for persons just entering the labor force, (b) adult basic education courses to teach adults to read and write, (c) adult high school programs which enable adults to obtain high school G.E.D. certificates or diplomas, and (d) academic short courses. In addition, community colleges and technical institutes offer self-supporting courses at community request of a recreational nature, the costs of which are borne exclusively by the participants or some contracting agency.

5. Enrollments

a. Enrollment Growth

Since the establishment of the Community College System in 1963, enrollment has increased from an unduplicated headcount of 52,870 or 7,781 full-time equivalent students (FTE)[10] in 16 institutions to 488,604 unduplicated headcount enrollment or 106,588 FTE students in 57 institutions at the end of the 1976-77 school year. Of the current unduplicated headcount enrollment, about 70 per cent is in non-degree credit extension courses and about 30 per cent is in curriculum programs. Curriculum programs account for about 62 per cent of the FTE enrollment, while extension programs account for the remaining 38 per cent.

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[10] Unduplicated Headcount is the number of individuals enrolled in each curriculum or extension program. A student is counted in only one curriculum; therefore, the sum of the enrollment in each curriculum equals the total curriculum enrollment. However, in extension a student is counted in each extension program in which he is enrolled, but he is counted only once in each extension subtotal and extension total count regardless of the number of different programs in which he is enrolled. Because of the method of counting, the extension enrollments in each program exceed the total unduplicated extension count. A full-time equivalent student is an enrollment of sixteen hours per week for forty-four weeks or a full four-quarter year.

b. Nature of the Enrollment

Ninety-seven per cent of the North Carolina population lives within commuting distance of one of the Community College System institutions. In the fall quarter of 1976, about 72 per cent of the curriculum students attending community colleges and technical institutes came from the county in which the institution was located and about 20 per cent came from adjacent counties. Only about five per cent came from other North Carolina counties and less than three per cent were from other states. About 78 per cent of the enrollment was white and about 22 per cent non-white; male enrollment was about 57 per cent and female enrollment was 43 per cent.

The distribution of the enrollment of 106,588 full-time equivalent students for 1976-77 among program categories was as follows:

Curriculum Programs	
College Transfer	7,641 FTE Students
General Education	1,689 FTE Students
Special Credit	2,594 FTE Students
Technical	35,151 FTE Students
Vocational	18,312 FTE Students
Curriculum Programs Total	65,387 FTE Students

Extension Programs

Academic Extension (including Adult Basic Education, Adult High School Programs, Learning Laboratory and Other Academic Education Classes)	16,096 FTE Students
Occupational Extension (includes occupational courses, courses under Comprehensive Employment Training Act [CETA], and new and existing industry programs)	24,094 FTE Students
Recreation Extension (includes Self-Supporting, Recreational, Games, Hobbies, and Athletic Activities)	1,011 FTE Students
Extension Programs Total	41,201 FTE Students
Grand Total	106,588 FTE Students

6. Contributions of College Transfer Programs

One of the objectives of a community college is to offer the first two years of liberal arts and pre-professional programs to prepare students for transfer to a four-year college or university. Until 1976, there was a steady increase in the number of students transferring from community colleges to North Carolina senior institutions. Transfers to North Carolina senior institutions from the Community College System grew from 1,619 in 1971, to 1,930 in 1972, to 2,093 in 1973, to 2,420 in the fall of 1974, and to 2,635 in 1975. In the fall of 1976, transfers remained stable at 2,668.

Transfers flow in both directions. In the fall of 1974, transfers from public and private senior institutions into the Community College System numbered 953, and in 1975 they numbered 1,167, an increase of 22 per cent. In 1976, however, only 666 transfers moved from the senior institutions to the Community College System.

7. Financial Support and Resources

Financial support is provided for the institutions of the Community College System from State and federal sources, local sources, and student fees.

The State provides funds for salaries and travel of administrative and instructional personnel, for equipment, and for library books. Matching funds may be provided by the State for capital or permanent improvements and some funds are provided for capital improvements through several federal programs. State and federal expense per full-time equivalent student was $1,095 during the 1973-74 academic year.

The acquisition of land and construction of buildings is primarily a local responsibility, with some assistance provided by the State and federal governments. Current expense involved in the operation and maintenance of the plant is also a local responsibility except for one institution. Local funds may also be used to supplement any State budget item. Local current expense per full-time equivalent student for 1974-75 averaged approximately $160.

For in-state students in full-time programs, tuition charges amount to $39 per quarter. Tuition is $198 per quarter for full-time out-of-state students. Instructional student receipts per FTE for 1974-75 were $81.73.

Current expenses for 1976-77 for all 57 institutions were $132,256,000 from State and federal funds, student fees, and local sources. The distribution of operating costs was shared approximately as follows: State 77 per cent, federal 2 per cent, local 13 per cent, and student fees 8 per cent.

Over $155 million for capital improvement had been spent on all campuses from 1959 through June 1977 and the major equipment inventory chiefly in the area of occupational education, was almost $55 million as of June 30, 1977.

The libraries of the 57 institutions held 1,390,000 volumes on June 30, 1977. The collections are estimated to be worth about 12 million dollars.

The faculty includes some 3,001 full-time and 3,101 part-time instructors in curriculum programs. The Community College System also employs a considerable number of adjunct faculty to teach extension courses on a temporary basis as they are needed.

D. Private Colleges and Universities

1. Introduction

There are today 38 private colleges and universities in North Carolina. As a group, the institutions constituting this private sector exhibit many differences and many marked similarities as educational institutions when compared with one another and when compared with the public sector. The differences and the similarities in several areas of particular significance will be noted in the following pages. It will be useful first, however, to attempt a general description of private higher education as a whole.

Two of the 38 institutions are universities in the traditional meaning of that word -- Duke University and Wake Forest University. Both of these institutions offer work at the first professional level (i.e., law and medicine) and at the doctoral level. Duke enrolled 3,184 graduate and first professional students in the fall of 1977, out of a total headcount enrollment of 9,402; at Wake Forest these numbers were 1,409 and 4,619 respectively. A third institution, Campbell College, initiated a law school in 1976 with an enrollment of 97 (186 in 1977), and followed that with initial offerings at the master's level in 1977 (enrollment 174).

Twenty-seven of the 38 institutions offer academic programs only at the baccalaureate level. Six of these are predominantly black institutions, four are women's colleges, and 23 are coeducational. In size they range from a headcount enrollment of 2,295 at Elon College to 282 at Sacred Heart in the fall of 1977.

There are eight private junior colleges. All of them are predominantly white institutions. Two are women's colleges and six are coeducational. The junior colleges range in size (in fall, 1977, headcount) from 976 at Chowan to 318 at St. Mary's.

Twenty-nine of the private institutions now in existence were founded before 1900 and nine were founded before 1850. Four have been established since 1950. Some of the older institutions opened as academies and began offering collegiate work at a later time.

Over the years the private sector has experienced many changes in the number of its institutions. Some 30 colleges have passed out of existence since the first Queens College closed in 1780. Some of these have disappeared as a result of mergers. In this decade, two private institutions, Southwood College and Kittrell College, have closed, and Mitchell Junior College was made a part of the State Community College System in 1973. Several private institutions have changed from junior to senior colleges, the most recent being Wingate College, effective 1977.

Each of the private institutions is governed by a board of trustees. By definition, they are all independent of State control and regulation except that they must be chartered and licensed to grant degrees, and in certain academic program areas (e.g., nursing) there are special State licensing requirements.

The 38 private institutions' denominational affiliations are distributed as follows: United Methodist - 9; Presbyterian, U. S. - 7; Southern Baptist - 7; Protestant Episcopal, Roman Catholic, United Church of Christ, and United Presbyterian - 2 each; American Baptist, AME Zion, Disciples of Christ, Free Will Baptist, Friends, Lutheran, and Moravian - 1 each.

2. Enrollment Trends

The total headcount enrollment in the private institutions in the fall of 1977 was 49,956, distributed by institution as follows:

Table 2-6

ENROLLMENT IN PRIVATE COLLEGES AND UNIVERSITIES, 1977

	Total Headcount	In-State	Out-of-State
Atlantic Christian	1,647	1,305	342
Barber Scotia	451	277	174
Belmont Abbey	668	260	408
Bennett	600	246	354
Campbell	2,217	1,880	337
Catawba	914	462	452
Davidson	1,331	417	914
Duke	9,402	1,963	7,439
Elon	2,295	1,570	725
Gardner-Webb	1,312	975	337
Greensboro	670	477	193
Guilford	1,685	1,118	567
High Point	1,004	552	452
Johnson C. Smith	1,545	628	917
Lenoir Rhyne	1,268	922	346
Livingstone	989	580	409
Mars Hill	1,756	1,185	571
Meredith	1,537	1,300	237
Methodist	734	630	104
N. C. Wesleyan	532	388	144
Pfeiffer	994	705	289
Queens	570	349	221
Sacred Heart	282	210	72
St. Andrews	563	291	272
St. Augustine's	1,775	1,050	725
Salem	609	337	272
Shaw	1,378	679	699
Wake Forest	4,619	2,345	2,274
Warren Wilson	551	186	365
Wingate	1,454	1,259	195
Senior Subtotal	45,352	24,546	20,806
Brevard	609	386	223
Chowan	976	424	552
Lees-McRae	733	550	183
Louisburg	666	571	95
Montreat-Anderson	446	246	200
Mount Olive	353	343	10
Peace	503	467	36
St. Mary's	318	245	73
Junior Subtotal	4,604	3,232	1,372
Total	49,956	27,778	22,178

Higher education was entirely a public enterprise until the formation of private institutions began in the 1830's. By the late 19th Century, however, the private sector educated more students than the public sector, and the private institutions continued to educate a majority of North Carolina's college population until the beginning of World War I. Between 1915 and the early 1960's, enrollment was equally distributed between the two sectors. Beginning around 1963, however, the proportion of the college enrollment in the public institutions started to rise, and increased from about 55 per cent to the current level of approximately 70 per cent. A sharp increase in the college "going rate" (i.e.,the proportion of high school graduates attending college in North Carolina) also took place during the 1960's.

Total enrollments at the private institutions grew at roughly the same rate as those of the public sector between the early 1950's and 1963. For the next dozen years, however, the growth rate of the public sector was much greater, and this differential in growth accounted for the decrease in the percentage of enrollment found in the private institutions. Even though total enrollment in the private institutions grew by three per cent from 1975 to 1976, while University enrollments were stable and those of the Community College System declined, contrary to the pattern just noted, the differential resumed in fall 1977 with enrollment in The University growing by approximately 2.2 per cent, while the private institutions' growth was approximately 1.1 per cent.

The growth in the private enrollments from the early 1960's until 1976 was due chiefly but not wholly to the increase in out-of-state students. Total headcount enrollment in private schools rose from about

46,000 in 1966 to nearly 52,000 in 1977, a 13 per cent change. During this period, in-state enrollment grew from 26,000 to approximately 28,000, or ten per cent, while enrollment of non-residents rose from 20,000 in 1966 to approximately 23,500 in 1977, or 17.5 per cent.

Comparatively, total in-state enrollment in public institutions[11] has risen from about 54,000 in 1966 to about 107,000 in 1977, or about 98 per cent. Out-of-state enrollment in the public institutions has risen during the decade by about 700 students (to 13,000 in 1977), or about five per cent.

Out-of-state students accounted for 44 per cent of the undergraduates at private schools in 1977 and for about 12 per cent at the public institutions. The proportion of non-resident enrollments has gained slightly at private schools since 1966, but has declined by almost half at public institutions.[12]

Such summary data necessarily treat institutions as if they were alike, making distinctions only between the public and private sectors. That method has many limitations and can be misleading. When comparable institutions are considered, the enrollment trends appear in a different light. What may appear simply as an enrollment shift from the private senior to the public senior colleges and universities of the State can more correctly be characterized as a shift from smaller institutions to larger ones in both public and private sectors of higher education in

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[11] This includes enrollment in The University of North Carolina as well as the college-parallel enrollment in the Community College System.

[12] Beginning in the late 1960's, deliberate policies were adopted by the General Assembly to discourage enrollment of out-of-state students in public colleges and universities.

North Carolina. There is also a significant shift from private junior institutions to public community colleges.

3. Academic Programs and Degrees Conferred

A wide variety of degree and terminal occupational programs is offered by the private colleges and universities. The latest information on the nine private junior colleges is contained in an undated publication of the North Carolina Association of Independent Colleges and Universities, Raleigh, North Carolina, entitled Build Your Life on Visions, which also contains program information on the private senior colleges and universities. A later inventory of 29 private senior colleges and universities has been conducted under the auspices of The University of North Carolina in cooperation with the private senior institutions.[13]

Offerings of the private junior institutions are almost entirely in the liberal arts and basic sciences and are, in most cases, designed to prepare students to transfer to senior institutions.

The private senior institutions offer doctoral programs in 13 fields of study and master's work in 18. Undergraduate academic programs are available in education and in 20 other fields. First professional programs are offered in medicine, law, and theology.

Duke University awards the Ph.D. degree in the discipline divisions of agriculture and natural resources (forestry), biological sciences, business and management, computer and information sciences, education, engineering, foreign languages, letters, mathematics, physical sciences, psychology, social sciences, and interdisciplinary studies. Wake Forest University confers the Ph.D. degree in biological sciences and physical sciences.

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[13] This inventory was conducted by Dr. Sally Horner, Assistant to the President of Meredith College. There are now 30 private senior institutions. The inventory was completed in April, 1977 and does not include Wingate College, formerly a junior college, which began operation as a senior college in September of 1977.

The three institutions offering master's-level programs are Duke University in 18 fields, Wake Forest University in nine, and Campbell College in one (education).

Undergraduate education degree programs are offered by 28 of 29 private senior institutions.[14] Within the field of education, 15 education specialties are represented:

	Institutions
Elementary education, general	25
Secondary education, general	3
Education of the mentally retarded	6
Education of the deaf	2
Education of the emotionally disturbed	2
Special learning disabilities	3
Art education	7
Music education	23
Science education	3
Physical education	8
Business education	9
Social studies education	1
Theatre arts education	2
Health and physical education	12
Recreation education	1

Other undergraduate degree programs in the private senior institutions are offered in 20 disciplines:

Agriculture and natural resources	5
Area studies	3
Biological sciences	29
Business and management	27
Communications	3
Computer and information sciences	5
Engineering	9
Fine and applied arts	26
Foreign languages	22

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[14] There are now 30 private senior institutions. The inventory upon which the following statistics are based was concluded in April, 1977 and does not include Wingate College which began operation as a senior institution in 1977.

Health professions	23
Home economics	5
Law	1
Letters	28
Mathematics	26
Physical sciences	27
Psychology	23
Public affairs and services	17
Social sciences	29
Theology	7
Interdisciplinary studies	21

First professional degree programs are offered by Duke University in medicine, law, and theology; by Wake Forest in medicine and law; and by Campbell College in law.

In 1976-77 the private institutions conferred 7,409 bachelor's degrees, 508 master's degrees, 209 doctor's degrees, 606 first professional degrees and 1,548 associate degrees. The distribution by institution, was as follows:

Table 2-7

DEGREES CONFERRED BY
PRIVATE COLLEGES AND UNIVERSITIES IN NORTH CAROLINA
1976-77

Institutions			Degree		
	Bachelor's	Master's	Doctor's	1st Professional	Associate
Atlantic Christian	349	-	-	-	-
Barber Scotia	69	-	-	-	-
Belmont Abbey	115	-	-	-	-
Bennett	107	-	-	-	-
Campbell	355	-	-	-	15
Catawba	233	-	-	-	-
Davidson	302	-	-	-	-
Duke	1,379	348	204	347	-
Elon	355	-	-	-	17
Gardner-Webb	321	-	-	-	36
Greensboro	102	-	-	-	-
Guilford	263	-	-	-	32
High Point	197	-	-	-	-
J. C. Smith	193	-	-	-	-
Lenoir Rhyne	296	-	-	-	-
Livingstone	117	-	-	-	-
Mars Hill	283	-	-	-	6
Meredith	297	-	-	-	-
Methodist	144	-	-	-	-
N. C. Wesleyan	138	-	-	-	-
Pfeiffer	203	-	-	-	-
Queens	110	-	-	-	-
Sacred Heart	37	-	-	-	-
St. Andrews	124	-	-	-	-
St. Augustine's	241	-	-	-	-
Salem	109	-	-	-	-
Shaw	287	-	-	-	-
Wake Forest	603	160	5	259	-
Warren Wilson	80	-	-	-	-
TOTAL	7,409	508	209	606	106
Brevard	-	-	-	-	97
Chowan	-	-	-	-	204
Lees-McRae	-	-	-	-	184
Louisburg	-	-	-	-	135
Montreat Anderson	-	-	-	-	142
Mount Olive	-	-	-	-	82
Peace	-	-	-	-	209
St. Mary's	-	-	-	-	88
Wingate[a]	-	-	-	-	301
TOTAL					1,442

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[a] Became a senior college September 1, 1977.

4. State Aid to the Private Sector

The General Assembly of 1971, by Chapter 744 of the Session Laws of that year, established a State policy of general financial assistance to the private sector of higher education in this State. The declared reasons for enactment of the plan were to aid needy students, to save State funds by encouraging students to go to private rather than to public institutions, and in the words of the preamble of the act, to help "private institutions [which] have, in recent years, found it increasingly difficult to meet operating expenses . . . ."

This legislation was a major change in State policy. Generally, private higher education had benefitted prior to 1971 from forms of indirect support, such as tax exemptions and various kinds of categorical student scholarship and loan programs, but no General Fund appropriations were provided for the private institutions. Beginning in 1969, the State appropriated funds for the two private medical schools in return for the schools enrolling North Carolina residents. This legislation was not a basic change in policy, however, in that the contractual arrangements it provided for were not unlike those made over many years through the Southern Regional Education Board for the enrollment of North Carolinians in institutions in other states.

North Carolina's change in policy in 1971 was consistent with a national trend. An increasing number of states were by that time taking action to provide some form of aid to private colleges and universities. The program initiated in North Carolina was recommended to the General

Assembly by the Board of Higher Education in a study it prepared that year of the private institutions in the State.[15]

The 1971 State aid statute had two elements, as did the Board of Higher Education's alternative recommendation. One element was designed to provide a financial incentive to private institutions to increase the number of full-time equivalent North Carolina resident undergraduates they enrolled by paying the private institutions a fixed sum for each additional such student enrolled in the fall of 1972 over the number enrolled in the fall of 1970. In the only year of operation of that program (1972-73), the net gain of 307 North Carolina resident undergraduates enrolled by the private institutions as a group cost the State $450,000, or approximately $1,465 per student. Although the provision establishing this enrollment acceleration feature remains in the statute, no funds were appropriated to carry it out in 1973 or since, in the light of that experience.

The second element of the 1971 plan is still in operation. It provides for a program of assistance keyed to the total number of North Carolina resident undergraduates currently enrolled in the private colleges and universities (exclusive of theological and Bible Colleges) in this State. The initial appropriation supported an allocation of $26.59 per North Carolina resident undergraduate in 1972-73.

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[15] Private Higher Education in North Carolina: Conditions and Prospects - A Study of Enrollment, Finances, and Related Subjects, 1965-1970 (Raleigh: N. C. Board of Higher Education, Special Report 2-71, April, 1971). A 1968 long-range planning report of the BHE asked "that consideration be given to providing state assistance to private higher education," and stated that a study would be made "to this end" with the cooperation and assistance of the private institutions. See Planning for Higher Education in North Carolina (Raleigh: N. C. Board of Higher Education, Special Report 2-68, 1968), p. 261.

The Board of Governors in 1973 recommended to the General Assembly that the State aid program be funded for 1973-75 at the level of $75 for each FTE North Carolina resident undergraduate the private institutions enrolled. The General Assembly raised that figure to $200 per student for 23,000 students, or a total of $4,600,000, for 1973-74. The Board of Governors recommended and the General Assembly appropriated the same amount for 1974-75, 1975-76, and 1976-77; it increased the appropriation to $4,700,000 a year for 1977-78 and 1978-79.

The amount of State aid funds available to a private institution each year under this plan is determined by multiplying the number of full-time equivalent North Carolina resident undergraduates in attendance on October 1 by $200. An institution's allocation is not affected by the number or proportion of its North Carolina students who are needy.

The State funds allocated to each institution are required to be used only as scholarship funds for needy North Carolina students. The institution is not, however, obliged to increase the student aid funds it makes available to North Carolina resident undergraduates by the amount allocated to it by the State.

Students' needs are determined by the institution they attend, applying the same nationally-recognized methods used to establish the financial needs of students attending The University of North Carolina. In this instance, the process takes into account the greater cost of attending private institutions. The amounts of the grants made to needy students are not set by the State but by the institutions they attend. A grant can range from a small sum to the full cost of attendance. The decisions on the North Carolina residency status of students govern the size of the allocation made to each institution and the eligibility of each student for a scholarship. Those decisions are made by the respective institutions, acting in accordance with the residency status regulations established by the Board of Governors and applicable also to the constituent institutions of The University of North Carolina.

While in form a program of aid to needy students and all the funds it yields are spent on scholarships to needy North Carolina resident undergraduates, the 1971 program may also indirectly provide -- and was intended so to provide -- institutional aid to private higher education by freeing for other uses some or all of the institutional funds the institutions had previously used to aid needy North Carolinians.

A summary of allocations to all 38 institutions and the scholarship grants awarded to needy North Carolinians for 1972-73 and 1976-77 is in Table 2-8.

The 1975 General Assembly continued the 1971 need-based student aid program described above. On the request of the private institutions, not supported by the Board of Governors, that session also initiated a new program of aid in the form of a tuition grant of $200 for every North Carolina resident undergraduate student attending a private institution of higher education in North Carolina on a full-time basis, without respect to the need of the benefitting student. Payments under this program are made by the State Education Assistance Authority to the institutions on behalf of eligible students, each of whom the institution credits with $200 on his institutional account. The 1975-76 appropriation for this new program was $4,200,000. On the Board of Governors' recommendation, the General Assembly of 1977 increased this program to $300

Table 2-8

STATE ALLOCATIONS MADE TO PRIVATE COLLEGES AND GRANTS AWARDED BY PRIVATE COLLEGES TO NEEDY NORTH CAROLINA RESIDENT UNDERGRADUATES, 1972-73 AND 1976-77

Institution	1972-73 State Allocation	1976-77 State Contract Scholarship Program	North Carolina Legislative Tuition Grants	Total
Atlantic Christian	$ 34,303.59	$ 223,794.25[a]	$ 227,200	$ 450,994.25
Barber Scotia	7,524.06	68,850[b]	58,800	127,650
Belmont Abbey	8,818.98	47,850	40,400	88,250
Bennett	6,294.42	47,800	46,400	94,200
Campbell	47,383.68	292,200	265,700	557,900
Catawba	12,823.60	89,600	82,870	172,470
Davidson	15,135.06	84,000	84,728	168,728
Duke	53,060.08	153,800	151,900	305,700
Elon	34,711.30	230,150	236,400	466,550
Gardner-Webb	27,065.34	184,800	162,600	347,400
Greensboro	11,608.94	32,700	72,000	104,700
Guilford	21,375.77	167,050	138,561	305,611
High Point	15,094.65	117,000	106,100	223,100
J.C. Smith	9,498.13	123,950[b]	115,100	239,050
Lenoir Rhyne	25,151.09	171,400	161,600	333,000
Livingstone	10,831.11	92,800	82,400	175,200
Mars Hill	40,457.46	196,550[a]	176,400	372,950
Meredith	75,408.46	209,200	198,460	407,660
Methodist	12,708.48	112,600[b]	108,200	220,800
N.C. Wesleyan	8,359.81	65,700	52,800	118,500
Pfeiffer	78,890.66	124,050	114,400	238,450
Queens	25,141.47	58,300	36,800	95,100
Sacred Heart	2,798.26	30,500	27,800	58,300
St. Andrews	8,977.29	49,600	45,800	95,400
St. Augustine's	73,811.48	169,600	152,200	321,800
Salem	24,117.56	55,600	54,800	110,400
Shaw	21,002.34	136,050	128,300	264,350
Wake Forest	99,439.92	265,800	255,200	521,000
Warren Wilson	1,947.48	30,550	28,150	58,700
Brevard	7,231.60	65,600	63,400	129,000
Chowan	18,262.20	78,000	72,800	150,800
Kittrell	39,493.20	-	-	-
Lees-McRae	44,766.63	109,700	106,800	216,500
Louisburg	15,127.88	111,810[a]	104,300	216,110
Mitchell	11,046.81	-	-	-
Montreat-Anderson	6,411.16	47,250	44,500	91,750
Mt. Olive	7,337.95	56,400	52,300	108,700
Peace	11,724.77	97,850	95,900	193,750
St. Mary's	7,780.08	42,000	41,600	83,600
Wingate	33,924.73	207,250	190,000	397,250
Total	1,016,850.58	4,447,704.25	4,183,669	8,631,373.25

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[a] Modified by receiving institution after end of Academic Year 1976-77.

[b] Totals not verified by receiving institution as of November 10, 1977.

per student, or a total of $6,500,000 a year for 1978-79. (The 1971 program was continued at $4,700,000 a year, as earlier noted, bringing the total commitment on the two programs to $11,200,000 a year.)

The law subjects private institutions to no academic program control or review by the State on account of the State allocations made to them under either of the aid programs. The only required report to the State on institutional finances is a certificate by each recipient institution as to its October 1 North Carolina resident undergraduate FTE enrollment, its North Carolina resident full-time undergraduate enrollment for each term, and the scholarship funds granted by it to needy North Carolina resident undergraduates for that year under the program of State aid.

E. Coordinating Organizations in Higher Education

In response to the need for regular devices and occasions for liaison and informal coordination between the public and private sectors of higher education and between The University and the Community College System within the public sector, several formal and continuing organizations have been established. (These have been described earlier at pages 40-41.) They are the Advisory Council of Presidents of Private Colleges and Universities, an eight-member body that advises the President on matters of mutual concern; the UNC-Community College System Joint Advisory Committee of eight members, which advises the President of The University and the State President of the Community College System on subjects of common interest; and the Liaison Committee of The University, the Community College System, and the Private Colleges and Universities, on which the three interests are each represented by four members who meet periodically to discuss problems of common concern to the three interests and formulate advice to their respective leaders.

CHAPTER THREE

CONSTRAINTS, ASSUMPTIONS, AND PROJECTIONS AFFECTING PLANNING FOR HIGHER EDUCATION

A. Introduction

As has been stated earlier in this document, realistic planning must take into account the surrounding circumstances under which the activities being planned will unfold. The circumstantial elements affecting higher education are numerous and those which the Board of Governors, the President, and the constituent institutions can control are few; yet explicit or implicit account must be taken of those elements which seriously affect but cannot be controlled by The University, in order to deal effectively with those which are subject to control. There is little, for example, that The University can do about the course of the national economy, yet it has profound effect on The University in many ways and some assumptions must be made with respect to it.

It is the purpose of this chapter to make explicit some of the significant assumptions and expectations upon which the Board of Governors has proceeded in preparing this plan, to describe the chief constraints within which The University must function, and to set forth the projections the Board has made in those areas in which projection is necessary. (There is yet another category of contingencies, such as judicial orders in current or future litigation, that could deeply affect The University but whose outlines are too indistinct to permit assumptions to be made about them.)

B. Factors External to The University

Considering first the immediate educational environment, the Board of Governors assumes that no major changes in public and political attitudes toward the benefits of higher education will take place during the next five years, either at the national or State level. This will help to ensure that, at a minimum, future real rates of financial support going to higher education will not be drastically different from past levels if public revenues remain constant. It also implies the absence of new major federal program initiatives (such as the G.I. Bill) that would tend to alter radically the demand for higher education.

Second, it is expected that the general economic environment of the State during this period will be such that there will be no severe revenue shortages to frustrate efforts to provide necessary educational services. This implies continued real growth in North Carolina's economy, only moderate inflation rates, and high rates of utilization of the State's resources, both human and physical. It should be underscored, however, that the inflation rates affecting a service industry like higher education, which relies extensively on highly-trained people as its chief resource, are much higher than the general inflation rate (as measured by either the Gross National Product deflator or the Consumer Price Index). Thus, while the Board acknowledges that there has been a slowing in the inflation rate from the unprecedented 1972-75 rates, it recognizes that the prices relevant to higher education will continue to rise faster than will other prices. In turn, this implies that faculty and staff salaries will require continuous attention and high priority in The University's budgetary planning.

Third, it is anticipated that timely efforts on the part of institutions of higher education to adjust to changing needs will assure that individual attitudes toward college attendance will continue to be favorable, resulting in moderately larger proportions of college-age youth attending college than at present and a concurrent rise in part-time college attendance by people of all ages. This implies that high school students will continue to view the personal benefits to be anticipated from college attendance as positive and that student demand for such services will rise moderately over the next five years. The experience of recent years indicates, however, that enrollment patterns will continue to be uncertain and therefore that predictions must be made with care, used with caution, and frequently updated.

Fourth, national and State economic growth will continue to keep up the market demand for college graduates and other higher educational services such as research and public service (that is, programs beneficial primarily to persons or entities outside of the institution). This assumption implies that there will be no extensive shift from college-trained manpower to other kinds of labor to do the work now reserved largely for college graduates, although the Board recognizes the decrease in demand for certain types of college graduates and the implications of these shifts for curricular planning.

Finally, given the stabilization expected in the college-age population and in college enrollments and given the relative abundance of Ph.D's, the Board anticipates that there will be continued concern on the part of current faculty members for matters of faculty employment and welfare. Among topics of increasing interest to them will be academic tenure, salaries, promotion and dismissal, campus morale, and collective bargaining.

Since this plan is of relatively short duration, the need for other, more heroic assumptions does not arise. It should be borne in mind, however, that the longer the time period of the projections, the more important the underlying assumptions become. This is another argument for maintaining projections in the short range, thus minimizing the probability of serious error.

C. Population of North Carolina: Characteristics and Trends

The University of North Carolina was established and exists primarily to serve the people of this State -- not only the "rising generation" spoken of by the Charter of 1789 as its primary constituency but the larger population beyond the traditional college-attending ages as well. Seven out of eight of the students in The University are North Carolinians. Therefore the characteristics of that population -- its numbers, age structure, race and sex divisions, residence, migration patterns, educational attainment level, employment, and income level and the trends with respect to those factors -- are relevant to the kinds of instructional and other services they will be looking to The University of North Carolina and other institutions of higher education to provide.

An exhaustive treatment of North Carolina population trends would be inappropriate here.[1] This section of the long-range plan touches on a few present and developing features of North Carolina's population which have particular bearing on the future of our institutions of higher education.

In 1970, North Carolina's population of 5,082,059 ranked it twelfth in the nation and made up 2.5 per cent of the national population. The State's ten-year growth from 1960 to 1970 was 11.5 per cent, only slightly below the national growth rate of 13.3 per cent for the decade.

North Carolina's median age increased from 25.5 in 1960 to 26.5 in 1970, while the national median age went down from 29.5 to 27.9. Projections to 1980 indicate that the median age for North Carolina and the nation will increase by three years, to about thirty. This expected increase in age of the State's population is due in part to the decreased birth rate in the State. North Carolina's current birth rate is about 15 live births per 1,000 population, about the same as the national birth rate.

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[1] For a fuller discussion of this subject, see C. Horace Hamilton, North Carolina Population Trends, A Demographic Sourcebook (Chapel Hill: Carolina Population Center, The University of North Carolina at Chapel Hill, 1974, 3 vols.).

Projections to 1980 (dependent on pertinent assumptions about birth rates, net migration, et cetera) indicate that North Carolina's total population will increase by about nine per cent over 1970 totals, the chief contributing variable being the birth rate. Compared to the past decade, this represents a decadal population increase of about three-fourths of the 1960-to-1970 rate of 11.5 per cent. The expected national growth rate for this decade is also nine per cent, or about three-fourths of the national growth rate for the 1960's.

It is important to note that the 15-24 age group -- the primary college-going group -- increased by about 36 per cent from 1960 to 1970, while it is expected that this same age group will increase by less than three per cent during this current decade. Clearly, North Carolina's population is beginning to experience a levelling off in growth rate which should have significant impact on higher education long-range planning.

Despite shifts of the population from rural to urban areas, the State's population is still predominantly rural in residence. The 1970 Census of Population indicated that 2,796,538 or 55 per cent of the population then lived in rural areas. (In 1960, rural residents made up 60 per cent of the total population.) North Carolina ranked 46th nationally in 1970 in its percentage of urban residents, with 45 per cent urban compared to a national figure of 74 per cent urban residents.

This relatively high percentage of rural residents presents special problems for higher education, because rural students have needs that are somewhat different from those of urban students. For example, rural students tend to come from families with fewer years of higher education and lower family incomes than do urban students. Their high school graduation rates and college going-rates usually are significantly lower than those of urban students, and they tend to score lower on the commonly-administered entrance examination scores. While these rural students are for the most part not from farm families -- only one rural resident in seven lives on a farm -- their places of residence often produce some of the same problems for them as for their farm-dwelling neighbors.

The relatively low percentage of urban residents in North Carolina masks a significant fact: the tendency of the population of the State to concentrate in several rapidly-growing urban centers, drawn in part from other (and generally less populous) areas of this State and in part from other states. While no metropolis predominates or seems likely to do so, the eight most populous counties now contain more than one-third of the population of North Carolina. The increase in size of some of them derives from growth tendencies of long-established population centers such as Charlotte; the increase of others is based on more recently active growth centers such as Fayetteville. Associated with these population concentrations are emerging industrial-commercial-governmental complexes which create demands for new and accessible higher education services to which The University must be responsive.

Another group in the population that warrants special consideration because of its special higher education needs is the racial minorities (chiefly blacks), who composed 22 per cent of the total population in 1970. North Carolina then ranked sixth in the nation in the racial minority percentage in its population. That percentage has been declining for the past few decades, however, primarily because of the numbers of blacks leaving the State to take up residence in other states. Non-white net migration out of the State has cost North Carolina 25 per cent of the blacks born here, compared to 4 per cent of the whites, as shown by the 1970 Census of Population. If 1960-1970 migration trends persist through the 1970-1980 decade, it is expected that the proportion racial minorities constitute of the North Carolina population will decline to about 21 per cent by 1980. Current evidence indicates, however, that this emigration of blacks is slowing down if not reversing itself. Regardless of the extent of migration, North Carolina can still expect to continue to have a relatively high percentage of racial minorities in comparison with national averages.

In 1976, North Carolina's mean per capita income was $5,453, which was 38th in the nation, or 85 per cent of the national average. (See Table A-3-1.) It should be noted optimistically that this ratio is on the rise; i.e., since 1955, the State-to-nation ratio has been increasing, reaching 72 per cent in 1960, 82 per cent in 1970, and 85 per cent in 1976. Whether this upward trend continues in the future will hinge rather crucially on the State's economic and educational policies.

Income and educational level are two closely-related demographic variables that are useful in assessing the general status of the State's population with respect to educational needs. Low income has traditionally been a factor impeding higher levels of educational attainment.

Similarly, the lack of education has been an important factor in explaining low incomes. North Carolina's population is caught in a this circular relationship between income and educational attainment. In all race, educational attainment, and age categories, North Carolina ranked considerably behind the national figures in 1969. There is a strong positive correlation between family income and years of school completed mentioned. In addition, the family income of blacks is substantially lower than that of white families with the same age and level of education.

College graduation has been a very important qualification for many occupations and positions. North Carolina citizens have lagged behind the nation for the last four decades in the percentage of its population with four or more years of college education, and while the State has improved substantially by this measure, the gap remains. For the whole State population, four per cent were college graduates in 1940 while eight per cent were college graduates in 1970. The equivalent national percentages were five per cent college graduates in 1940 and eleven per cent in 1970. North Carolina's national ranking in the percentage of college graduates in its population declined from about 39th to 41st during those three decades. These data also reveal that the percentage of urban residents with four or more years of college education is about twice that of rural residents. Similarly, whites tend to have about twice the percentage with college degrees that non-whites do. It is apparent that some of the differentials in educational attainment between North Carolina and the nation may be attributed to racial and residential differentials. Relatively low per capita income also contributes to the differentials.

D. College Enrollment Projections

The numbers, kinds, and locations of students to be served is a major element in higher education planning. The preparation of useful enrollment projections is one of the most difficult and time-consuming planning tasks, in view of the many and highly variable factors that influence college attendance. To have any prospect of accuracy, such projections must be made from a base consisting of the freshest available enrollment data for the institution or group of institutions involved.

The 1976 edition of this plan included enrollment projections for five years, partitioned by institution for each year. It is the Board's intention that a similar set of projections be made a part of this 1977 edition of the plan. Had this plan been completed several months ago, as had been hoped, enrollment data for the fall of 1976 would have been used as the basis of projections for 1977-82. Several factors have delayed the final preparation of this edition of the plan until after fall enrollments for 1977 had been completed, however. Thus the use of the 1976 enrollment base for projecting the next five years' enrollment would have been inappropriate. Yet the 1977 enrollment data were not all in hand and so could not be used for this purpose if the plan were to be completed in time for action by the Board of Governors in November, 1977. Therefore it has been found necessary to use instead the most authoritative enrollment data available, the estimates used in budgeting for 1977-78 and 1978-79. These estimates, expressed in full-time equivalent students, are set out below. It is the intention of the Board of Governors to have prepared this fall up-to-date enrollment projections for The University for each of the five years of the planning period and to adopt them as an amendment to this plan.

For 1977-78 and 1978-79, projections of average annual full-time equivalent students are as follows:

Table 3-1

ENROLLMENT IN THE UNIVERSITY OF NORTH CAROLINA

1977-79

Institution	Enrollment on which 1977-78 Allocations are Based	Enrollment Estimate on which 1978-79 Budget Request was Based
Appalachian State University	7,880	7,960
East Carolina University	10,630	10,820
Elizabeth City State University	1,610	1,690
Fayetteville State University	2,000	2,015
North Carolina A & T State University	5,130	5,305
North Carolina Central University	4,540	4,725
North Carolina School of the Arts	575	580
North Carolina State University	14,800	15,100
Pembroke State University	2,020	2,060
UNC-Asheville	1,275	1,350
UNC-Chapel Hill - Academic	15,400	15,450
UNC-Chapel Hill - Health	4,101	4,223
UNC-Charlotte	6,525	7,000
UNC-Greensboro	8,200	8,500
UNC-Wilmington	3,110	3,300
Western Carolina University	5,645	5,900
Winston-Salem State University	2,040	2,170
Total	95,481	98,148

E. Organization of and Responsibility Distribution within Higher Education

1. The University of North Carolina

a. Governance, Structure, and Organization

It is assumed that the structure and organization for the governance and operation of The University of North Carolina called for by the Higher Education Reorganization Act of 1971 will remain essentially intact throughout the planning period 1977-82. At the time of the adoption of that Act, thoughtful observers speculated that it would take a decade of experience to prove or disprove the wisdom of the Act in general and of its specific provisions. The present University organization has half a decade behind it. It seems to have been generally accepted. The General Assembly in its sessions of 1973, 1974, 1975, 1976, and 1977 made no effort to change its 1971 Act materially, although the legislators were not indifferent to higher education during those sessions. The constitutent institutions are generally supportive of the current plan of organization and governance of The University. Experience thus far gives no reason to change the present structure and organization of The University in basic ways requiring accommodation that would be expensive in time, effort, and institutional momentum.

We assume that the relationship of the Board of Governors to North Carolina Memorial Hospital, through its Board of Directors, will continue as it was established by the General Assembly in 1971. The relationship of the Board of Governors to Pitt County Memorial Hospital is governed by an affiliation agreement among the Board of Governors, the Pitt County Board of Commissioners, and the Pitt County Memorial Hospital Board of

Trustees, executed on December 17, 1975. That agreement governs the arrangements whereby Pitt County Memorial Hospital serves as the primary teaching hospital of the East Carolina University Medical School.

The Board is making no recommendations for extensive change in the existing legislation with respect to The University of North Carolina, nor is it anticipated that the General Assembly will find such change necessary during the next five years.

b. Number of Constituent Institutions

When the Higher Education Reorganization Act of 1971 was enacted, the State operated 16 senior institutions of higher education, all of which became constituent institutions of The University of North Carolina. Some of those institutions had been located originally with a view only to local service roles, not to becoming parts of a statewide system of higher education. Over time, however, with the expansion of the roles of the older institutions and the acquisition of additional, strategically-located institutions by the State, geographical gaps have been filled and institutional coverage has been provided to enable The University to serve the entire State more intensively. Some modifications of the roles of some of the institutions have been made in the long-range plan for 1976-81 and in this one to extend their coverage in terms of breadth of program offerings throughout the State, but adequate institutional bases are there to serve the State. For these reasons, no need for the creation or acquisition of any additional constituent institution or campus by The University of North Carolina is anticipated during the planning period 1977-82.

Nor is it anticipated that there will be any reduction in the number of constituent institutions in The University. Were a statewide University for North Carolina being designed from the ground up, it would be possible to serve the needs of the State with fewer than 16 institutions. That is not the task at hand, however. Each of the current 16 institutions is established by State statute, re-enacted as recently as 1971. It is therefore assumed that the General Assembly wishes all of them to remain in being unless convincing evidence were presented to it that the termination of one or more of the constituent institutions would be in order. Consequently it is the intent of the Board of Governors that each of the 16 constituent institutions should be retained. This intent is consistent with the declared policies of the General Assembly, and it merits particular note at this time in the light of relationships of The University and of the State with the United States Department of Health, Education, and Welfare.[2]

This planning effort therefore has proceeded upon the assumption that The University of North Carolina will continue to comprise the present 16 degree-granting institutions.

c. Enrollments

With respect to institutional responsibilities, it is assumed by the Board of Governors that The University of North Carolina will continue to enroll the major share of those North Carolinians who wish to attend college. In the fall of 1976, the 16 constituent institutions of The University enrolled 70 per cent of the 131,707 North Carolina residents who were in college in this State and The University's military centers enrolled another one per cent. Eight per cent were in the Community College System. The remaining 21 per cent attended private institutions in the State.

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[2] In "Criteria Specifying the Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education," filed by HEW with the United States District Court for the District of Columbia in Adams v. Califano, July, 1977, it was declared that ". . . the transition to a unitary system must not be accomplished by placing a disproportionate burden upon black students, faculty, or institutions or by reducing the educational opportunities currently available to blacks."

While the private institutions of higher education in this State currently are gaining modestly in total enrollments, it is not anticipated that they will enlarge their enrollments greatly or that the proportion of North Carolina residents in their student bodies -- now about 55 per cent overall -- will increase substantially. Therefore the constituent institutions of The University will continue to be responsible for accommodating most of the additional North Carolina residents who will want to go to college.

(Section D of this Chapter deals more extensively with this subject.)

d. Programs

Four-fifths of the graduate and professional school students enrolled in North Carolina are in the nine constituent institutions of The University that offer such programs. Only three of the 38 private institutions of higher education in North Carolina offer graduate or first professional degrees.[3] It appears unlikely that additional private institutions will venture into graduate and professional program offerings, especially those of the more expensive sort.

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[3] Here the Southeastern Theological Seminary is excluded from the discussion, since its specialized nature makes it unlike any of the constituent institutions of The University.

In consequence, it will be the responsibility of The University of North Carolina to sponsor virtually all such continuations and expansions of existing programs and new program undertakings of a graduate or professional nature as the State requires.[4]

Undergraduate instruction will continue to be the largest activity of all 16 constituent institutions of The University of North Carolina, despite the importance accorded graduate and professional training in some of them.

The University long has had among its objectives the provision of instruction by extension and other forms of public service to the people of the State. The Community College System institutions also have emphasized their extension instruction role in recent years. Some private institutions are showing interest in extension and public service activities. It is anticipated, however, that The University of North Carolina will continue to carry heavy responsibility for extension instruction, particularly in the fields of its special competence and in upper division and graduate level work, and that the public service needs of the State will have to be met largely by The University.

2. Community College System

Organized in its present form under the governing authority of the State Board of Education in 1963, the Community College System has flourished over the dozen intervening years. In the fall of 1966, it had in all programs combined an unduplicated headcount enrollment of

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[4] While much has been said in recent years about the need for a North Carolina school of veterinary medicine, for example, there has been no suggestion that it be sponsored by a private institution, for the heavy capital and operating costs involved put it beyond the reach of any private institution at this time.

25,618; ten years later, that figure had reached 488,604 in the fall of 1976. The System now comprises 57 institutions. Thirty-seven are technical institutes and twenty are community colleges. The chief formal difference between the two types of institutions is that the community college has authority to give a two-year associate of arts degree on the basis of two years of college work, while the technical institute does not. The two types of institutions have the same scope with respect to technical and vocational programs.

The makeup of the boards of trustees, financial support arrangements, sources of students, and program responsiveness to local needs mark the institutions of the Community College System as different in orientation from the constituent institutions of The University, which have wider missions even when they draw the majority of their students from commuting range.

The State leadership of the Community College System has steadily emphasized its technical and vocational programs, putting correspondingly less emphasis on the college transfer program. That program is projected by the System to grow from its current headcount enrollment of 11,000 students to about 14,000 by 1981-82.

At the State level, The University of North Carolina and the Community College System, through their Presidents and staffs, work closely together on special projects (such as the development of The Revised North Carolina State Plan for the Further Elimination of Racial Duality, Phase I and Phase II) and continuing mutual concerns (such as program articulation to facilitate student transfers from community colleges and technical institutes to the constituent institutions of The

University and vice versa.) A standing liaison committee appointed by the State President of the Community College System and the President of The University was formed recently to provide a regular medium for cooperation and consultation.

For the purposes of its 1977-82 planning, the Board of Governors is concerned only with the instructional programs in the Community College System that are creditable toward bachelor's degrees.

The Board assumes that the Community College System will continue essentially its present organizational, financial, and program characteristics -- that is, that the System will continue to be governed at the State level by the State Board of Education with local boards of trustees exercising significant control over the institutions, that responsibility for financing the institutions will continue to be shared by local and State governments, that the institutions will continue to be highly responsive to local educational and training needs, and that the current relative emphasis on the technical and vocational programs in relation to the college transfer programs will continue to prevail. This implies, among other things, that a large shift of college enrollments from The University to the Community College System is not expected to occur. It is anticipated, however, that the community colleges and technical institutes will continue to be sources of large numbers of transfer students into The University, as has been true for the last decade. Most significant of all, the Board of Governors plans on the assumption that the current good working relationships between the Community College System and The University of North Carolina at all levels will continue, in recognition of the fact that these sets of institutions have complementary roles in the educational service of the State that can best be realized in a spirit of cooperation and mutual helpfulness.

3. Private Institutions

Today North Carolina contains thirty private senior colleges and universities, eight junior colleges, one theological seminary, three Bible colleges, and several proprietary schools that are licensed to give two-year associate degrees.

The 38 private senior and junior institutions enrolled in the fall of 1976 some 49,340 students, or 29 per cent of the total college enrollment in the State. Some 27,030 (21 per cent) of the North Carolina residents in college in this State were in the 38 private institutions.

Each of the private institutions is independent of the others, except as two or more share ties with a common religious sponsor which may exert some influence over them. All 38 of the institutions have at least a nominal connection with some religious denomination or group.

In 1971, the General Assembly committed the State to a program of financial assistance to needy North Carolina resident undergraduate students who attend the private institutions and, indirectly, to the institutions they attend. That program is now authorized at the level of $4,700,000 a year. The General Assembly of 1975 added, and the General Assembly of 1977 enlarged, a new program to provide to every North Carolina resident undergraduate enrolled as a full-time student in a private institution in this State a grant of $300 a year, irrespective of his need, and the payments are made directly to the private institutions by the State. This program is funded at $6,500,000 a year. Neither program enlarges in any way the authority of the Board of Governors, or any agency of the State, with respect to the private institutions. For example, a private institution that is one of the largest beneficiaries under the two general assistance programs initiated first professional and graduate programs without any consultation with the Board of Governors, and acted entirely within the law in doing so.

The private colleges and universities include three that now offer graduate and first professional degrees. The remainder limit their programs largely to the traditional arts and sciences programs and to teacher education, as is pointed out in greater detail elsewhere in this document.

No increase in the number of private institutions is anticipated, nor is there reason to expect large expansion of enrollment on the part of any of them. In the aggregate, the private institutions appear to be growing modestly in enrollment after a period of stability.

Nor is any significant reduction in the number of private institutions foreseen for the next five years. While the private institutions have in some instances expressed concern for their future financial security and on this basis have pleaded successfully with the General Assembly for enlarged State financial aid, only two have found it necessary to cease operation in the 1970's and one was converted to a community college.

For the purposes of this plan, the Board of Governors assumes that there will continue to be a relatively large number of junior and senior private colleges and universities in North Carolina.

The Board is not aware of programmatic changes in the private sector as a whole significant enough to affect The University's enrollments.

In summary, it is anticipated that the private institutions will continue to play a significant and relatively stable role in North Carolina higher education during the planning period.

F. Financing Higher Education

The policies of the State of North Carolina with respect to financing higher education in the State; the procedures for preparing, presenting, and administering the budget of The University of North Carolina; and the general dimensions of University financial operations have been described at length in Chapter Two of this plan.

The financial constraints within which the State currently must operate should continue to ease substantially over the next few years, but for the time being those constraints loom sufficiently large to make it untimely to initiate any substantial new departures in higher educational finance policy as it pertains to The University of North Carolina. Therefore the Board of Governors anticipates and assumes that, during the next five years, neither on its own initiative nor on the initiative of the Governor, the Advisory Budget Commission, or the General Assembly will there be any basic change made in higher educational finance policy or procedure.

The General Assembly in 1971 extensively rewrote the legislation governing the preparation and administration of the budget of The University of North Carolina. The procedure then designed leaves the overall decision on the extent and proportion of the State's resources which will be invested in The University of North Carolina to the determination of the General Assembly. It delegates to the Board of Governors the authority to make specific decisions on the internal distribution of those resources within The University (often subject to the approval of the Advisory Budget Commission), while providing ample opportunity for the General Assembly to make known to the Board of Governors its wishes with respect to such allocations. The General Assembly has now had five legislative sessions -- in 1973, 1974, 1975, 1976, and 1977 -- in which to evaluate the 1971 legislation. The lack of any significant move on the part of the General Assembly to alter the existing budgetary legislation with respect to The University suggests that the members generally find that legislation to be satisfactory and may be expected to continue to support it.

One major uncertainty affects The University, as it does all institutions and agencies of the State of North Carolina: whether the General Assembly will undertake annual State budgeting or continue the current practice of biennial budgeting, perhaps with adjustments being made in that budget before the beginning of its second year. This procedure was followed in 1976 and an adjourned session of the 1977 General Assembly is scheduled for 1978, where a similar procedure is anticipated. The implications of shifting from a biennial to an annual budget preparation cycle would be very large. The impact would take the form (among others) of nearly doubling the amount of time required at the campus and General Administration levels for the formulation of the budget of The University, while introducing a larger degree of uncertainty as to the durability of funding arrangements. It is the hope of the Board of Governors that means will be found by which the biennial budget cycle may be retained.

G. Federally-Established Legal Imperatives

There was a time when institutions of higher education functioned with little concern for the direct impact of federal policies on their operations. That time is gone. In recent years, partly as a concomitant of vastly increased federal aid, the Congress and the executive agencies of the federal government, as well as the federal courts, have imposed on colleges and universities behavioral standards and procedures in increasing number, variety, and complexity. These standards and procedures have been designed generally to effectuate their proponents' conceptions of fair and just behavior toward students and employees on the part of educational institutions. Universities have been sources of advocates of these kinds of federal assumptions of responsibility, for their faculties and students have played active roles in articulating and stimulating public opposition to treating people unfairly, especially where such mistreatment appears to reflect an individual's race, sex, national origin, age, physical or mental ability, or other involuntary characteristic.

There is increasing reason to believe that the manner in which these federal requirements have thus far been administered has been both inefficient and ineffective. More and more time of college and university administrators goes into collecting, analysing, and reporting data on their institutions to federal agencies; into formulating plans for institutional compliance with newly-declared or revised federal requirements; into making periodic and special reports to federal oversight agencies and the courts; and into responding to individual complaints, administrative proceedings, and lawsuits arising from alleged infringements of federally-declared rights and interests of students, faculty, staff members, and those who aspire to become or remain such. These federal regulatory programs carry no federal funds to defray the costs of compliance with them; these costs must be borne by the institutions, and they are high -- the editors of Change have estimated that nationally, the total 1975 cost to higher educational institutions of federally-mandated programs alone was $2,000,000,000.[5] Yet numerous congressional reports attest to a belief that the relevant federal agencies have had no coherent program for using the products of university efforts in these areas to systematically reduce any invidious discrimination that may exist; efforts initiated within this University appear more fruitful than those of the federal government.

These federal programs of regulation affect The University of North Carolina in particular as an employer, as a contractor with and grantee of the federal government, and as a public institution. They significantly affect both long-range and day-to-day operations. Most of them are based on statutes which are defined and elaborated by administrative regulations; one is based on an executive order of the President. The majority have been enacted, or have first been applied to higher education, since the constituent institutions were brought together in The University of North Carolina, and therefore in many respects after the most significant period of expansion in enrollment, faculty employment, and facilities. Many of the federal requirements could have been more efficiently and fully accommodated had they been in force before that growth occurred.

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[5] Editorial, "Will Government Patronage Kill the Universities?" Change, VII (Dec. 1975-Jan. 1976), 10.

Whether statutory or administrative in their basis, federal regulatory programs fall into three classes. Some provisions apply to any entity undertaking a particular function, particularly Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, the Age Discrimination in Employment Act, and the Occupational Safety and Health Act, all of which regulate employers generally (although Title VII and the Equal Pay Act were first applied both to public employers and to education in 1972). A second class of programs applies only to entities, whether public or private, having a financial relationship with the federal government, including Title VI of the Civil Rights Act of 1964 (racial discrimination by federal grantees), Title IX of the Education Amendments of 1972 and Sections 799A and 845 of the Public Health Service Act (sex discrimination in education and health education, respectively, by federal grantees), the civil rights provisions of revenue sharing, Executive Order 11246 (discrimination and affirmative action in employment by federal contractors), Sections 503 and 504 of the Rehabilitation Act of 1973 (affirmative action in employment of the handicapped by federal contractors and discrimination against the handicapped by federal grantees), and the Vietnam Era Veteran's Readjustment Assistance Acts of 1972 and 1974 (affirmative action in employment of certain classes of veterans by federal contractors). Finally, public higher education is subject to judicial scrutiny of alleged violations of equal protection and due process rights guaranteed by the 14th Amendment to the United States Constitution, because its actions are for many purposes deemed State action.

While differing types of regulatory programs often have similar aims and overlapping jurisdictions, there is considerable variety in scope, detail, precision, and mode of enforcement and remedy among specific provisions. All, however, impose common kinds of obligations with similar implications for planning and development, which may be summarized as the duties to:

1. Refrain from certain types of action.
2. Take positive steps to identify and eliminate even unintentional prohibited actions.
3. Take remedial steps to eliminate the effects of prior actions that are now prohibited (although they may have been lawful when done).
4. Take positive steps to achieve certain ends related to the absence of prohibited actions, even where specific instances of such prohibited actions are not involved.

These four obligations affect the planning process and help to determine program and resource allocation priorities, both on a University-wide basis and within each institution. At present the most direct effect at the University-wide level is felt under the Title VI mandate to eliminate the vestiges of a racially segregated system of higher education. There the federal perspective is that The University and all of its constituent institutions must be treated as a whole; and that major program, resource, and facility decisions must be scrutinized for their comparative effect on institutions' attractiveness to students and faculty generally, and to white and black students and faculty separately.

The other federal programs primarily address the constituent institutions individually, although they affect University-wide planning and administration as they have impact on campus budget, program, personnel, and facility decisions. Nevertheless, decisions as to the kinds of action that are either prohibited or required frequently are made at The University level, not the campus level. This is particularly true in those instances where the federal mandate is ambiguous or under legal attack, since institutions must continue to operate and should have uniform guidance in doing so. The potential impact of much federal regulation therefore requires greater central involvement in campus decisions than otherwise would occur, and the handling as a part of the central planning process of issues preferably left to the institutions.

The effect on institutional and University-wide planning and administrative processes of federal mandates to the campuses may be illustrated through the four prohibitions against related types of employment discriminations. Title VII of the Civil Rights Act and Executive Order 11246 prohibit employment discrimination based on race, color, national origin, religion, or sex. That is, they demand that each institution refrain from discriminating on the basis of those factors; scrutinize hiring, pay, promotional, and other standards and practices to assure the absence of unintentional discrimination on the basis of those factors; and provide remedial back pay and changes in compensation and status when discrimination on the basis of those factors is identified by the institution or administrative or judicial processes. Title IX of the Education Amendments of 1972 reiterates these obligations, but only as to sex discrimination; the Equal Pay Act applies only to sex discrimination in compensation. The

Executive Order requires, additionally, "affirmative action" beyond what would be necessary to demonstrate the absence of current discrimination. The requirements of these various provisions -- administered by four separate agencies or bureaus -- must be defined, reconciled, and accomplished, and this complex task has required greater General Administration and Board of Governors involvement than might have been preferred.

The relationship between equal pay and affirmative action is a more explicit example of the centralization which regulation causes. Changing markets among the hundreds of kinds of faculty members sought by the constituent institutions produce wide variety in the caliber of faculty available at various salary rates. The Equal Pay Act heretofore has been applied to industrial settings where clear and consistent wage scales and relatively inelastic supply and demand relationships prevail. Hence, federal enforcement agents are now just beginning to come to grips with academic market dynamics, and have not at all addressed their effect on an institution's ability to hire those minority and female candidates whom it wishes to hire and who may be available only at a salary premium. Ultimately these are questions of law which must be resolved similarly for all constituent institutions. In planning and administrative terms, that result involves central decisions on salary structure which will constrain institutional operations in an area preferably left principally to institutional judgment.

Finally, federal rules cause an unmeasured but predictably large growth in the cost of carrying out The University's business. All aspects of university experience -- tenure decisions, planning and construction of facilities, campus relationships with student groups, for example -- must conform to federal requirements and The University must be able to demonstrate that conformity. That requires costly overhead efforts; costs are magnified where the regulations are unclear or, as is sometimes the case, conflicting, or where the reporting requirements are extensive.

The purpose of these comments is not merely to raise objections and criticisms with respect to federally-imposed obligations and constraints, but to acknowledge their existence and effects and their apparently enduring character. These programs of federal regulation generally have objectives that The University shares. There are indications that they will be enforced with increasing vigor. It is hoped that vigor will be accompanied by a greater recognition of the accomplishments colleges and universities have already made and of the costs in dollars and time involved in those accomplishments, as well as of the federal responsibility to enhance and support our initiatives far more efficiently and cooperatively than has been true heretofore. The University of North Carolina is committed to a policy of compliance in a manner that upholds and improves the quality and effectiveness of its institutions in the service of the State and the nation.

H. State Oversight of The University of North Carolina

As an institution of the State of North Carolina which derives its principal support from State funds, The University of North Carolina is subject to several types of external review by an increasing number of State agencies. The chief concern of most of the agencies is whether The University is spending State funds in conformity with the legislative appropriation acts and established State expenditure procedures.

The State Auditor may post-audit University fiscal transactions. He is concerned with the accounting systems used by the agencies and institutions of the State including The University and approves the purchase or rental of accounting equipment by any State agency or institution. [G.S. 147-58.] He is also concerned with the economy, efficiency, and effectiveness with which State agencies and institutions operate and with the extent of their compliance with established policies, plans, and procedures. [G.S. 147-58(9).]

The Governor in his capacity as Director of the Budget, the Advisory Budget Commission, and the Division of State Budget and Management of the Department of Administration (which acts as the staff arm of the Governor and Advisory Budget Commission) maintain close oversight of the budgets of The University. This is done through several series of periodic financial reports filed by The University and its constituent institutions with the Office of State Budget, through special inquiries made by the Division on any matter of concern to it or to the Governor or the Advisory Budget Commission, and through information provided in support of requests made by the constituent institutions for quarterly allotments of funds and for permission to transfer funds between object of expenditure lines in the budget as approved by the General Assembly, the Board of Governors, and the Governor and Advisory Budget Commission. As a part of the budget preparation process, much fiscal information (including past expenditure information) must be filed by The University with the Division of State Budget and Management in support of appropriation requests. As the staff, the skills, and the concerns of the Department of Administration have broadened in recent years, that Department has become more interested in institutional processes, including program planning, which bear upon budget formulation and administration in The University. The legal warrant of the Governor in non-fiscal matters is broad enough to include The University in inquiries he may make with respect to the efficiency and effectiveness of State government and its agencies and institutions, although he has no direct authority or responsibility for management of The University of North Carolina.

The General Assembly has general oversight of The University of North Carolina and those aspects of its performance in which the legislators take interest. As legislative sessions have become more frequent and total session time has lengthened in recent years, the amount of time required in attendance on the General Assembly by the President and the principal members of his staff has increased. During the first five years after the University reorganization legislation took effect in 1972, the General Assembly was in session more than eighty weeks and during those five sessions its needs necessarily were the primary concern of the University administration.

Until very recent years, the oversight authority of the General Assembly was exercised directly by its members, acting in most instances in committee during legislative sessions. In 1971, however, the General Assembly established as one of its own staff agencies the Legislative Fiscal Research Division. The staff of that Division works closely with standing committees of the General Assembly during legislative sessions and with the Legislative Research Commission and Legislative Services Commission and other interim legislative study commissions between sessions of the General Assembly. The statutory authority of that Division is broad. It includes making periodic and special analyses of institutional receipts and expenditures and of current requests and recommendations for appropriations; reviewing and evaluating compliance by State institutions with legislative directives contained in the State budget; examining the structure and organization of State institutions and recommending changes therein in the interest of increased efficiency; making such other studies, analyses, and inquiries into the affairs of State government as may be directed by the Legislative Services Commission, by the Committee on Appropriations of either house, or by either house of the General Assembly; and making periodic reports on the activities of the Division to the Appropriations Committees or to the General Assembly at large, as it may find appropriate. [G.S. 120-36.3] The Legislative Fiscal Research Division seems in practice to be less concerned with expenditure audits in the limited, traditional sense, or even with literal compliance with legislative intent, than with the general processes and programs of State institutions and agencies.

At this point, it is appropriate to recall that the 1971 Higher Education Reorganization Act was in part responsive to a growing conviction on the part of legislators that the General Assembly had been involving itself to an inappropriate degree in deciding issues of higher educational policy. Without raising questions of motive, those members expressed concern as to the legislature's capacity to bring to those decisions understanding equal to its authority. The draftsmen therefore wrote into the 1971 legislation -- finally adopted by nearly unanimous vote of the General Assembly -- greater delegations of authority to the Board of Governors than the legislature had been willing to make to other higher educational boards in the recent past. The most important of these new delegations pertained to the management of the fiscal affairs of The University. For example, the 1971 legislation contains directives unique to the Board of Governors as to the manner of organizing and presenting its budget appropriation requests to the Governor, the Advisory Budget Commission, and the General Assembly. It also contains special provisions granting the Board more authority than is given to other State agencies to manage funds once they have been appropriated to The University by the General Assembly. While The University is fully subject to audit and other modes of accounting for its use of public funds, the General Assembly has wisely recognized in the 1971 legislation, and in its own salutary adherence to the voluntary and revocable contraints on its own actions contained in that legislation, that in the presentation of its financial needs and in the use of financial resources allotted to it, special treatment should be and safely can be given to The University.

The effectiveness of the Board of Governors as the representative of The University of North Carolina in dealings with the General Assembly is not determined entirely by the formal authority delegated to the Board by statute. Practice determines the real meaning of that role. It is no less essential that the General Assembly exhibit continued confidence in and reliance on the Board of Governors in that role by recognizing the Board, speaking through its designated agent, the President, as the sole voice of The University in legislative affairs. To the extent that legislators allow spokesmen of special institutional interests to deal directly with them, other than as part of a concerted plan of representation of The University under the direction of the President and the Board of Governors, they invite greater fragmentation of University representation and frustrate one of their own chief legislative purposes in enacting the Reorganization Act of 1971. It was a characteristic feature of legislative review of higher education budgets prior to reorganization that all requests from all institutions were reviewed directly by the Governor, the Advisory Budget Commission, and the legislative committees. The selection of which proposals were to be funded and which were not to be funded proceeded in these arenas without the assistance of an ordered schedule of priorities which was part of a unified budget. In response, the General Assembly of 1971 wrote into the legislation a direction that the Board of Governors, in its budget requests for The University, include such a schedule of priorities. The ordering of that schedule must, if it is to be effective, leave in the Board of Governors the authority to say "yes" or to say "no" in a definitive way to institutional requests, otherwise the legislative purpose cannot be achieved.

In addition to the kinds of inspection and oversight to which it is increasingly subject as a collector and spender of State funds, The University is subject to close State regulation as an employer by the Office of State Personnel of the Department of Administration, whose jurisdiction includes all University personnel who are under the State Personnel Act -- which means a majority of them. As a purchaser of goods and services, a builder of buildings, a buyer and seller and a lessor and lessee of land and space in buildings, The University is subject to close regulation and its actions are subject to review and often to prior approval by one or more divisions of the Department of Administration and in some cases affecting real estate also by the Council of State.

All of these types of review, regulation, and oversight The University encounters because it is a State entity. In addition, it shares with private persons and organizations the duty of complying with regulation and inspection by the State when it operates a restaurant or cafeteria, a hospital, an electric distribution system, or an elevator, or engages in any of the multitude of activities the State today regulates in the public interest.

While most of the judicial activity of recent years affecting The University of North Carolina has occurred in the federal courts, the institutions of the State are no less subject to the courts of the State. The increasing disposition of citizens to seek remedies for individual grievances and to pursue policy changes through litigation has a substantial and growing impact on The University as well as upon other public institutions and agencies.

The purpose of this brief review of the principal State entities which devote increasing attention to many aspects of The University's existence and functioning is to establish the fact that "accountability," a word often heard these days in discussion of higher education, is in the fiscal sense at least an old and familiar concept and practice to The University of

North Carolina. The University recognizes the need and welcomes the opportunity for explanation of its activities to responsible State agencies. As those agencies and their staffs grow and their capacity to obtain and analyze data on The University increases, however, The University finds itself in the position of receiving increasing attention from agency staff people who, in carrying out their tasks, become more and more involved in The University's internal processes at earlier and earlier stages and who, perforce, make more and more extensive demands on the time of University administrative staffs.

CHAPTER FOUR

GOALS, TASKS, AND OBJECTIVES

A. The Goals of Public Higher Education in North Carolina

In Chapter Two of this long-range plan, a comprehensive description of higher education has been given. It will be useful here to summarize the constitutional and statutory foundations of public higher education as the necessary basis for the statement of goals, tasks, and objectives.

1. The Constitutional and Statutory Mandates for Higher Education

Public higher education in North Carolina is established and maintained in accordance with the mandates of the Constitution of the State. Article IX of the Constitution declares:

> Sec. 8. Higher Education. The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. . . . .
>
> Sec. 9. Benefits of public institutions of higher education. The General Assembly shall provide that the benefits of The University of North Carolina and other public institutions of higher education, as far as practicable, be extended to the people of the State free of expense.

a. The University of North Carolina

This constitutional mandate is effected, first, by Chapter 116 of the General Statutes of North Carolina, as amended by the General Assembly effective July 1, 1972. Chapter 116 provides in Section 3:

> The board of trustees of the University of North Carolina is hereby redesignated, effective July 1, 1972, as the 'Board of Governors of the University of North Carolina.' The Board of Governors shall be known and distinguished by the name of 'the University of North Carolina' and shall continue as a body politic

> and corporate and by that name shall have perpetual succession and a common seal.

The statute then provides that The University of North Carolina "shall be composed" of the 16 public senior institutions of higher education: the six campuses which theretofore composed The University of North Carolina; the nine "regional universities" established or acquired by the General Assembly beginning in 1877; and The North Carolina School of the Arts, established by statute in 1963.

b. The Community College System

Chapter 115A of the General Statutes further effects the Constitutional mandate to maintain a public system of higher education. Enacted in 1963 after legislative consideration of the report of The Governor's Commission on Education Beyond the High School, Chapter 115A

> provide[s] for the establishment, organization and administration of a system of educational institutions throughout the State offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational, and adult educational programs . . . .

This statute authorizes a statewide network of 20 community colleges, offering two-year college parallel and technical and vocational programs, and 37 technical institutes. A State Department of Community Colleges, under the State Board of Education, provides State-level administration of this system. Each of the institutions is governed by a board of trustees which is the body corporate of the institution.

2. The Goals of Public Higher Education

In redefining The University of North Carolina in 1971, the General Assembly declared three basic goals for higher education:

(1) To extend the benefits of education;

(2) To improve the quality of education; and

(3) To encourage an economical use of the State's resources.

These basic goals can be restated in these terms: It is the policy of the State of North Carolina (1) to provide access to higher educational opportunities for its citizens (2) through a well-planned and coordinated system of higher education which is (3) effective and efficient and (4) responsive to special educational needs.

The principal responsibility for the development of a well-planned and coordinated system of higher education, and for the establishment and execution of policies to attain these three basic goals, is assigned by statute to the Board of Governors. It is the specific task of the Board to plan and develop the coordinated system. Consistent with that task, the Board is assigned five major categories of powers and duties:

(1) With reference to the constituent institutions of The University of North Carolina, the Board of Governors has comprehensive duties and powers for the control, supervision, management, and governance of all affairs of the constituent institutions, together with the responsibility to develop, prepare, and present a single, unified budget for all of public senior higher education, and to approve the establishment of any new public senior institution.

(2) With reference to the State Board of Education and the Department of Community Colleges, the Board of Governors is to maintain liaison through appropriate and regularized consultative processes, in accordance with the intent to develop a coordinated system.

(3) With reference to statewide State or federal programs that provide aid to institutions or students in postsecondary education

through a State agency, except for those related exclusively to the community colleges, the Board of Governors is to administer such programs in accordance with State or federal statute to insure that such activities are consonant with the development of a coordinated system of higher education.

(4) With reference to the private colleges and universities, in the interest of developing a coordinated system of higher education, the Board is

(a) to assess the contributions and needs of those institutions and give advice and recommendations to the General Assembly to the end that their resources may be utilized in the best interest of the State;

(b) to review all requests for State aid to private colleges and universities or to their students and make recommendations to the General Assembly;

(c) to license to confer degrees the non-public institutions established in the State after December 31, 1960.

(d) to approve the appointment by the President of an advisory committee of presidents of private colleges and universities; and

(e) to maintain liaison and consult with the private institutions through that advisory committee or other appropriate mechanisms.[1]

(5) With further reference to all of higher education in North Carolina, the Board of Governors is

(a) to collect and disseminate data and to prescribe uniform reporting practices and policies for the constituent institutions;

(b) to give advice and recommendations to the Governor, the General Assembly, the Advisory Budget Commission, and the Boards of Trustees of the constituent institutions; and

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[1] The other mechanisms currently available for this purpose include the Liaison Committee representing The University, the Community College System, and the private sector. The private colleges and universities also have consultation mechanisms among their own institutions on which The University and the Board of Governors have no representation. These include the North Carolina Association of Independent Colleges and Universities and the Council of Trustees for Independent Higher Education.

(c) to prepare and from time to time revise a long-range plan for a coordinated system of higher education.

These comprehensive duties and responsibilities, reaching across all of higher education, constitute for the Board of Governors its tasks of governance, management, budgeting, advising, planning, and consultation, all for the purpose of achieving through a coordinated system the declared goals of higher education as set forth in the Constitution and the statutes.

The policies and objectives established by the Board of Governors in furtherance of the three basic goals declared in the 1971 legislation and in the Constitution are described in the remaining sections of this chapter. With reference to certain of these goals, particularly those pertaining to academic program and public services, assignments of responsibility to the 16 constituent institutions are set forth in Chapter Five. As will be noted, in the vital area of research, which is also integral to the goals of The University, additional planning remains to be accomplished.

B. Extension of Benefits and Access to Higher Education

To extend the benefits of higher education, it is the goal of the Board of Governors to provide needed higher educational opportunities for all citizens of North Carolina who have the aptitude, motivation, and desire to pursue programs of higher education. Attainment of this goal is necessarily constrained by the availability of resources. This constraint is particularly important in providing programs at the graduate and first professional levels, where higher program cost and specialized facilities and other resources are required. These considerations apply also in certain areas of undergraduate education. (These factors are explored in greater detail elsewhere in this chapter and in Chapters Five and Six.)

1. Programs to Provide Access

The Board of Governors seeks to insure this needed access to higher educational opportunity primarily through three programs.

a. Low Tuition

In accordance with the provisions of Article IX, Section 9, of the Constitution of North Carolina, the Board of Governors has sought to keep tuition charges to North Carolina students attending the constituent institutions as low as practicable. Tuition in the 16 institutions was reviewed by the Board of Governors in 1972, immediately after it assumed its responsibilities. That review led to the initiation of a three-year program, begun in 1973-74, to establish uniform schedules of tuition and academic fees in The University. Tuition charges were standardized over a three-year period among four categories of constituent institutions: doctoral institutions, master's-level institutions, baccalaureate institutions, and the School of the Arts. By 1975-76 this objective had been accomplished and uniform tuition schedules now exist within these categories of institutions.

These tuition schedules for North Carolinians are generally modest, ranging from $270 a year in the general baccalaureate institutions to $364 a year in the doctoral-level institutions,[2] but these are not insignificant charges for large numbers of students. Relatively modest tuition charges to North Carolina residents, it must be emphasized, constitute the most important single form of student financial aid provided by the State to citizens attending its institutions. Thus, the tuition charges in The University of North Carolina are one of the key elements in making higher education accessible to citizens of the State, and a policy of low tuition, mandated by the State Constitution for more than a century, represents one of the most important investments the State can make in the general welfare of its individual citizens and in its economic and social growth and development. It is a cause for concern, therefore, that the 1977 General Assembly chose to mandate an across-the-board increase of 10 per cent in tuition charges to North Carolina residents in all of the constituent institutions.

Modest tuition charges apply, moreover, to regular session North Carolina resident students. Higher charges to non-resident students attending public institutions is the practice in all states. North

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[2] Resident tuition for college students at the School of the Arts is now at $568, and tuition charges for residents in various health professions schools are also higher than the regular rates -- e.g., $818 in the schools of medicine.

Carolina charges to out-of-state students are about six times the rates applicable to residents and are among the highest in the Southern region. Those charges have been increased by the last two sessions of the General Assembly. Tuition charges for out-of-state students now range from $1,754 to more than $2,000. It is the primary obligation of the State's institutions to serve the citizens of the State. All University institutions fully subscribe to that principle. It is also important, however, that the institutions have a quality of diversity in their student bodies. An ability to enroll some significant number of out-of-state (and foreign students) is an important means of contributing to this diversity, as well as to the quality of institutional programs and therefore to the quality of service to the State.

Further, as noted, the tuition charges to residents of North Carolina pertain to regular session enrollments. North Carolina citizens served by degree credit extension instruction pay proportionately higher charges than do students in regular session programs, since extension instruction is largely supported from student receipts. Further, on-campus resident instruction during the summer session is supported to a larger extent by student payments than is regular session instruction, although there are State appropriations made to the institutions for the partial support of the summer school.

North Carolina has been able to broaden access to the institutions of The University by a policy of modest tuition. Tuition, however, constitutes only a part of the costs that students or their families must bear. There are, in addition, special fees that must be charged to support various activities and programs which are not supported by appropriated funds, and there are debt retirement fees which must be charged to pay for the construction and maintenance of certain types of facilities which, by North Carolina practice, are not generally constructed from appropriated funds. These various types of fees are necessary to provide certain necessary programs and facilities, and they offset in part the benefits of low tuition. Further, the student must, in addition to these direct charges, have the necessary funds to pay for food, housing, and other necessities. Low tuition, or even free tuition, is not a sufficient answer to the problem of access. Comprehensive programs of student financial aid must therefore be available if there is to be access to public higher education for large numbers of citizens. Also, it should be pointed out that the literature on college going underscores the importance of foregone earnings (earnings students forego while they are students). These are important "opportunity costs" to many students who may otherwise be breadwinners in a modest income family. This provides a strong rationale not only for low tuition but also for State grants.

b. Student Financial Aid

Accordingly, major resources of student financial aid are indispensable if a broad measure of higher educational opportunity is to be attained. Currently major resources for this purpose are available, particularly for the benefit of undergraduate students.

These financial aid programs for students in the 16 constituent institutions are in the form of grants, various types of loans, scholarships, and funds for student employment. Funds are provided by the State (e.g., through matching funds for College Work-Study or for non-service scholarships for North Carolina residents), by private sources (such as foundations or special gifts), by institutional funds, and by the federal government. Federal programs constitute the largest single source of student financial aid, and it is upon a variety of federally-financed programs that equality of educational opportunity is especially dependent.

Table 4-1 summarizes for 1975-76 the number of recipients of aid funds in The University of North Carolina and the dollar amounts of aid by these various categories.

Table 4-1

FINANCIAL AID TO STUDENTS IN
THE UNIVERSITY OF NORTH CAROLINA, 1975-76

Type of Aid	Total Number of Recipients	Dollar Amount
1. Grants	32,196	$ 44,191,937
2. Loans	16,520	12,597,340
3. Scholarships	8,156	9,557,429
4. Student Employment	22,305	21,706,538
Total Unduplicated Number of Recipients[a]	54,383	$ 88,053,244

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[a] Some recipients receive multiple awards in one or more categories.

The magnitude of these figures, coupled with a recognition that these programs are, with few exceptions, based on a determination of need, underscore the importance of comprehensive student financial aid programs. In some of the constituent institutions, almost two-thirds of the students enrolled receive financial aid and, as will be noted in Chapter Five, the majority of students in The University come from first generation college families and from modest economic backgrounds. It is important to add, moreover, that Table 4-1 reports only those programs of aid administered through or reported through student financial aid offices on the campuses. Large numbers of students hold jobs off-campus to assist in paying the costs of their education, and this type of student employment is not reflected in the above. Also, scholarships and grants made by private foundations directly to students are not included. Moreover, the figures in Table 4-1 include veterans' benefits. The volume of funds available from this source will soon decline.

Continued federal programs in this area, combined with low tuition and supplemented by necessary State programs, are thus essential if educational access is to be provided to citizens of North Carolina who have the aptitude, motivation, and desire to pursue higher educational programs but who lack the personal financial resources to avail themselves of this opportunity.

c. Articulation

A related means of improving student access to higher education is in the area of program articulation -- *i.e.*, the design of guidelines and policies that facilitate students' transferring to other institutions with minimum loss of time or credit. This is particularly important for students enrolled in the community colleges and the private junior colleges. In the fall of 1976, 2,781 students from these institutions transferred into the 16 constituent institutions of The University to complete their studies for the baccalaureate degree; 1,984 of these students transferred from community colleges and 797 from private junior colleges.

There is, moreover, a substantial volume of student transfer among the constituent institutions and the private senior institutions. In

1976, some 550 students transferred from private senior institutions into constituent institutions of The University. Much of this movement is necessitated by personal reasons, and much of it is the result of career choices. For example, the baccalaureate degree in nursing is offered only at eight of the institutions of The University and in three private institutions. The student electing to pursue the B.S. in nursing, after enrolling in an institution not offering that degree program, would need to transfer to one of these institutions. The objective of articulation is to facilitate the transfer of qualified students for whom spaces are available.

The improvement of articulation policies is the special concern of the Joint Committee on College Transfer Students. The Committee consists of representatives of the community colleges, private institutions, and The University. It has prepared and The University has published a compilation of Policies of Senior Colleges and Universities Concerning Transfer Students from Two-Year Colleges in North Carolina. This document provides students and counsellors with needed information about the transfer of credit, to aid the student in choosing an institution and before transfer to design a program of study to meet graduation requirements. The Committee also has formulated a set of Guidelines for Transfer, recommended policies for consideration by the institutions in formulating or modifying their policies on the acceptance of transfer credit. Special articulation studies have been prepared in some of the health professions.

2. Measures of Access

The progress attained in providing access to higher educational opportunity has been indicated earlier in this long-range plan in discussions of past and present enrollments. The most significant measure of access is the "college-going ratio," or the ratio of a potential pool of enrollees who actually take advantage of higher education. Defining the college-age population as consisting basically of 18-21 year olds, the "going ratio" for North Carolina, that is, the ratio of total college enrollment (public and private) to the State's 18-21 population, has risen from .15 in 1950, to .23 in 1960, and to around .38 in 1976. North Carolina continues to lag substantially behind the national average (the national going-rate for degree credit enrollment for 1976 was approximately .59),[3] but the progress made in recent years is impressive. Subject to certain conditions and constraints, the Board of Governors seeks to increase this "going ratio" to a higher level. Specific assumptions will be incorporated in making five-year enrollment projections this year, and these projections will be incorporated into this long-range plan.

A particular aspect of the matter of going rates that should be noted is the increasing college attendance rate of black citizens. Total enrollment of black students in the 16 constituent institutions was 15,446 in the fall of 1973. In the fall of 1976, this total had increased to 19,588, and by the fall of 1977, to 20,066 or 30 per cent greater than in 1973. By comparison, enrollment of white students and others was 16 per cent larger in 1977 than in 1973.

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[3] The national ratio was derived from Projections of Education Statistics to 1985-86 (Washington, D. C.: National Center for Education Statistics, U.S. Government Printing Office, 1977), Tables 10 and B-2 and Statistical Abstract of the United States: 1976 (Washington, D. C.: U.S. Department of Commerce, U.S. Government Printing Office, 1976), Table 28.

C. Extension of Benefits and Comprehensiveness of Educational Programs

The goal of extending the benefits of higher education has a second dimension for The University of North Carolina beyond that of student access. It requires also a wide array of educational program offerings, geographically dispersed across the State. This extensiveness of programs is explored at greater length in Part I of Chapter Five (Instruction). Some general comments are pertinent here.

First, with reference to the dispersal of the institutions, it appears that the present structure of 16 constituent institutions is sufficient. Some might argue that greater economy and quality could be achieved by reducing this number. The fact is that 16 campuses do exist, and successive legislatures have sustained the judgment that they should exist. Each has a physical plant that represents a major investment on the part of generations of taxpayers and generations of students. Each has its own faculty, its own library, its own clientele, its own alumni, and its own friends and supporters. The most reasonable and the most effective means of achieving the stated goals of higher education is clearly, at least at this time, to make the most effective use of the 16 campuses. This conclusion is strengthened, moreover, when one considers the whole and not only the parts. It is essential that the future development of these 16 institutions proceed in a coordinated manner within a unified governance structure. Sixteen constituent institutions under a single governing board can better address the need for comprehensiveness than can 16 independent institutions. At the same time, it is no less clear that present and indicated problems of higher education reveal no need to establish or acquire any new institutions -- an issue already faced on one occasion by the Board of Governors.

There are further supporting reasons for this conclusion when the characteristics of the institutions are considered. In Chapter Two, where the growth of the 16 institutions was recounted, it was evident that the process was not wholly a haphazard one but neither did it reflect comprehensive planning. Nevertheless, consistent patterns and some rather clear divisions of responsibility emerge. There is a wide distribution of instructional programs at the undergraduate level in the arts and science disciplines, one major index to assess the extensiveness of the benefits. Similarly, in high demand undergraduate programs of a professional nature, especially in education, there is a wide distribution of many programs. Programs that entail high costs, or require more specialized facilities and resources, or have a more limited demand, are much less extensive in their distribution. This is particularly the case at the doctoral and first professional levels, to a lesser extent at the master's level, and in some areas of study at the baccalaureate level. Extensiveness in this regard must be weighed against assurance of higher qualitative standards -- i.e., effectiveness -- in program offerings in the context of limited resources.

As will be detailed in Chapter Five, the planning process has brought into focus certain apparent new program needs to fill serious gaps in availability of instructional programs in certain regions of the State, and the need to provide additional trained manpower to meet certain general State needs. Further, special planning studies have led to some program discontinuations as a result of review and evaluation of degree programs in teacher education and of baccalaureate programs in the health professions.

The comprehensive extension of the benefits of higher education must include strong programs in research and in public service, as well as in instruction. A study of public service programs has been made and is reported in detail in Part Three of Chapter Five.

Research is integral to the quality of instruction and public service. Major research facilities and programs in The University are concentrated at the two major research universities, though significant research endeavors are conducted on other campuses as well. A summary but incomplete review of the scope of research activities and some indication of the benefits extended through these activities is in Part Two of Chapter Five of this plan, together with a general statement of basic policies for research administration within The University. A more comprehensive treatment of this subject, and of the contributions of research to the furtherance of University goals, will be included in later editions of this long-range plan.

D. Effectiveness: The Quality of Higher Education and the Economical Use of Resources

As already noted, extending the benefits of higher education, both in terms of student access and in the extensiveness of program offerings, must be balanced with the effectiveness of higher education and the economical use of resources. Effectiveness refers to qualitative standards -- to the capability of educational programs to achieve their objectives at acceptable levels of performance. Effectiveness is directly related to efficiency -- to the economical use of resources. Programs that do not meet acceptable qualitative standards and are therefore ineffective are necessarily inefficient in their use of scarce resources allocated for their support. Efficiency and effectiveness must be related also to the comprehensiveness of program offerings. The statutes draw attention to this relationship in conferring upon the Board of Governors the authority and the responsibility "to withdraw approval of any existing program if it appears that the program is unproductive, excessively costly or unnecessarily duplicative."

1. Measures of Effectiveness

The effectiveness of programs and efficiency in the use of resources are critical to the processes of planning in each institution. These must be areas of paramount concern to trustees, administrators, faculty, and students. They are equally important to the Board of Governors in the exercise of its responsibilities.

One basic measure of the effectiveness of an institution, or of some component or division of an institution, is its accreditation status. An institution of higher education usually cannot attract students without the approval of an accrediting agency as evidence that it meets the minimum qualitative standards of its peer group. Accreditation is the evaluation and recognition of the quality of an educational program or institution by a non-governmental agency. There are two types of educational accreditation: specialized accreditation (sometimes referred to as professional accreditation) and institutional accreditation. Specialized or professional accreditation is the evaluation and recognition of the quality of a program of study in a particular discipline according to established criteria and standards for accreditation. Institutional accreditation is the evaluation and recognition of the entire institution and is designed to insure that each of the institution's components is contributing to the achievement of its overall objectives.

In the field of higher education, institutional accreditation is administered by a regional accrediting association. For North Carolina this is the Southern Association of Colleges and Schools. The second, which is concerned with program approval, is administered by a professional or special program agency, such as the National Council for the Accreditation of Teacher Education, the Liaison Committee on Medical Education, the Council on Legal Education of the American Bar Association, and the National League for Nursing. Each institution or program considered for accreditation is examined by a visiting evaluation committee which is supplied relevant data concerning all aspects of the institution or program, and each is evaluated in terms of criteria and standards for accreditation.

It would be misleading to say that all colleges and universities accredited by an organization such as the Southern Association meet the same standards of educational quality. That Association contains in its membership a wide range of institutions. Each is evaluated to determine whether it has the resources to accomplish at a minimal level of quality the objectives that it has set for itself. Each of its programs of study is examined to determine whether it has the curriculum, faculty, library resources, physical facilities, student services, administrative organization, financial support, and other requisites for offering that particular program.

Accreditation is thus essential for establishing the threshhold of academic performance that will secure for an institution or a program approved membership in the academic community. It is also useful in protecting the public from schools of unacceptable standards of quality. However, it is by no means a definitive measure of the effectiveness of programs.

Each of the 16 constituent institutions of The University of North Carolina is currently accredited by the Southern Association of Colleges and Schools; however, there are some professional and special programs offered by several of the institutions that have not yet been approved by the appropriate program agency. It is the objective of the Board of Governors to have all institutions and all programs that would benefit therefrom approved by the relevant accrediting authority. Thus, it is the objective of the Board to maintain all needed general and special programs in the 16 constituent institutions at a level of quality that meets or exceeds minimum accreditation standards.

The Board of Governors has a number of means through which it can work to assure this standard of effectiveness. First, the Board has the authority to determine the educational mission of each of the constituent institutions. In exercising this authority, it can determine those programs that are allocated to an institution and set the standards that must be achieved by an institution in carrying out each of its allocated functions.

Second, the Board of Governors has delegated to the Board of Trustees of each of the 16 constituent institutions responsibility for admissions standards, the general oversight of academic programs that have been allocated to it, standards for the retention of students, standards to be met in fulfilling degree requirements, responsibility for recruiting and employing and for advancing nontenured academic personnel, and responsibility for developing and administering tenure and other personnel systems consistent with the Code and the policies of the Board.

Thus, the faculty, administration, and trustees bear immediate responsibility for and have in their control the primary means of achieving high levels of performance on the part of the institutions they serve. They have control of student admissions and performance standards with respect to curricula which they approve, and they have primary control of the processes for the selection and retention of the faculty members who teach, conduct research, and perform the public service responsibilities of the institution. The Board of Governors, while it cannot avoid its own ultimate responsibility for the academic performance level on each campus, necessarily and properly must look to the administration, faculties, and trustees to perform major, immediate responsibilities in that respect.

Third, all new programs must be approved by the Board of Governors. Because of this requirement, all shall be evaluated to determine whether each is needed, and whether the institution possessses the facilities, library, and faculty to offer an effective program.

Fourth, the Board of Governors has the authority to review all existing academic programs and activities in each of the constituent institutions from the standpoint of their need, quality, and productivity. Redundant, obsolete, and low-demand programs may be discontinued, and institutions may be required either to improve those of dubious quality or to phase them out.

Fifth, the Board of Governors must approve the appointment of all senior administrative officials in each of the 16 constituent institutions and all faculty personnel actions that confer permanent tenure. This gives to the Board a responsibility in seeing that able academic and administrative leadership is provided.

Sixth, the Board of Governors has comprehensive budgetary authority, within the level of resources made available by the General Assembly. In exercising this authority, it is concerned primarily with improving the educational effectivenss and efficiency of each institution. The achievement and maintenance of accreditation, the preservation of the academic integrity of institutions, the fostering of high standards of scholarship and teaching, and the maintenance of academic standing in the community of higher education are all factors that must influence budgetary decisions.

The 16 constituent institutions of The University constitute a diverse community of higher education. It is the objective of the Board of Governors to preserve this diversity and to encourage each institution to develop the organization and facilities best suited to serving the needs of the students that are attracted to its campus. This means a diversity of student bodies, of programs, of faculties, and of services rendered to the State, but all within a framework of effective educational programs within the assigned mission of each institution that can contribute to the improvement of the quality of higher education.

2. The Economical Use of Resources

The statutory provisions provide useful guidance for the goal of achieving a more economical use of resources. The guidance is provided not only in the admonition to eliminate programs that are "unproductive, excessively costly or unnecessarily duplicative," but also in the responsibility to plan and develop a coordinated system, to determine the functions of each institution, to establish enrollment levels for each constituent institution, and to prepare a unified budget request for public senior higher education, including a schedule of priorities for the allocation of funds appropriated without reference to constituent institutions. These provisions instruct the Board to exercise its responsibilities in a broad context and from a broad perspective, and these are the critical means through which a more economical use of resources will be achieved. One University, not 16 separate entities, is the context and the perspective for decision-making. The Board will continue diligent efforts to carry out this goal of economy in operation.

Procedures and criteria for the review and assessment of new and established programs in The University of North Carolina are contained in subsequent chapters of this long-range plan. These procedures and criteria speak to the attainment of greater effectiveness and efficiency, as well as to the question of the comprehensiveness of program offerings, as demonstrated in the studies made of baccalaureate programs in the health professions and of teacher education programs.

E. Special Educational Goals

A special educational goal with which the Board of Governors explicitly identifies is the long-term goal of achieving the elimination of racial duality in The University of North Carolina.

This goal, and specific commitments made or recommended by the Board toward its attainment, was first articulated in The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems (1974). The second phase of this plan, covering the period 1978-1983, was adopted by the Board on August 22, 1977, and approved by the Governor of North Carolina on September 2 and transmitted by him to the Secretary of the Department of Health, Education, and Welfare.

The particular objectives and commitments set out in this State Plan, Phase II, and the history of the events leading to its preparation and adoption by the Board of Governors, are discussed below and on pages 5326-5329 and 5450-5451. Those objectives and commitments are incorporated into Long-Range Planning, 1977-1982.

The Board has also made a special study of remedial education programs in the institutions of The University during 1976-77. The findings of that study, and a statement of general policies and aims in this area, are reported below at pages 280-283.

CHAPTER FIVE

INSTRUCTION, RESEARCH, AND PUBLIC SERVICE

The educational services and programs of institutions of higher education are commonly grouped into three major functions: instruction, research, and public service. This grouping provides a convenient means of classification, but all three functions are closely interrelated. Together they form the educational mission of an institution. The relative importance of two of these functions -- research and public service -- as components of the educational mission differs among various types of institutions. In The University of North Carolina, the research function has special importance in the two major research institutions. Research and public service programs generally comprise a much more significant part of the educational mission of the research, doctoral, and comprehensive universities than is the case in the general baccalaureate universities.

This chapter describes the general scope and content of instruction, research, and public service programs in The University of North Carolina; it defines general policies and priorities in these areas; and it defines the educational mission of each constituent institution for the current planning period in the academic program plan in the concluding section.

PART I

INSTRUCTION

A. Introduction

"Instruction" includes all those teaching and related scholarly activities that define the primary purpose of each of the constituent institutions of The University of North Carolina, and of all institutions of higher education. Research, public service, student services, institutional support, physical plant operations, and all other institutional activities and services are organized and function principally in direct support of, or in some direct relationship to, the institution's instructional program.

This portion of the plan explains a common classification system for all degree programs now offered by the 16 constituent institutions. It describes the structure of degree program offerings across The University, noting changes since the issuance of the first long-range plan in April, 1976; reports on trends in the distribution of degrees conferred; and establishes priorities for program review and new program planning for the future.

B. Definitions

1. Degree Levels

Academic degree programs in the 16 constituent institutions of The University of North Carolina are now offered at the following levels:

Bachelor's degrees, usually requiring four years of study beyond high school;

Master's degrees, usually requiring one to two years of study beyond the bachelor's (although in some professional field, like dentistry, the master's is taken only after completion of the first professional degree);

Educational Specialist degrees, in education (Ed.S.), designed for school teachers and administrators, usually requiring one year of study beyond the master's;

First Professional degrees in law, dentistry, and medicine (J.D., D.D.S., and M.D., respectively), usually requiring a bachelor's degree for admission to the program and then requiring three or four years of advanced professional study and training;[1] and

Doctoral degrees (the Ph.D., Ed.D., and Dr.P.H.), for which the bachelor's degree and often the master's will be prerequisite and usually requiring three or four years of study beyond the bachelor's.

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[1] The Doctor of Veterinary Medicine (DVM) has been authorized at North Carolina State University at Raleigh, contingent upon the appropriation of necessary funds by the General Assembly.

2. Certificate of Advanced Study Programs

In addition to degree programs, some of the institutions offer specific courses of study for professional certification that are not associated with the conferral of a particular degree. These are programs similar to the Educational Specialist degree, requiring one year of study beyond the master's degree level, and provide for a higher level of certification for public school teachers and administrators. The basic certification requirements are those defined by the Department of Public Instruction,[2] and the programs of study lead to the conferral of the "Certificate of Advanced Study" by the institution. It is the present intent of the Board of Governors to utilize the designation "Certificate of Advanced Study" with respect to all such sixth-year programs hereafter established for public school personnel, and not to authorize additional Ed.S. degree programs beyond those now in existence. This matter is examined in greater detail in the report of the Teacher Education Review Program,[3] which is a part of the long-range plan.

3. Other Post-Baccalaureate Certificate Programs

Apart from degree programs, some institutions also provide courses of study that enable individuals already holding the baccalaureate degree to qualify for some level of professional certification. Those certification requirements are defined by the licensing agency. Most of the activity of this type, which involves study beyond the baccalaureate degree requirements but is not directed toward a master's or other higher degree, is in teacher education. Certification is provided, in teacher education, by the State Board of Education through the Department of Public Instruction, and not by institutions of The University.

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[2] North Carolina Department of Public Instruction, Division of Teacher Education, Standards and Guidelines for Approval of Institutions and Programs for Teacher Education: Competency-Based Program (Raleigh: May, 1977), pp. 106 ff.

[3] A Review and Evaluation of Teacher Education Programs in The University of North Carolina, Report 2 (Chapel Hill: The University of North Carolina, October, 1977), p. 151.

4. Pre-Baccalaureate Courses of Study

Six institutions of The University offer programs of a technical nature that require up to two years of study beyond high school to complete. These programs lead to an associate degree or to some designated certificate.

One institution, The North Carolina School of the Arts, also offers instruction at the secondary level and is authorized to offer the high school diploma.

5. Degree Program Classification

For planning and other purposes The University classifies its degree (and certificate) programs with a modified version of the classification structure used by the U.S. Office of Education in its Higher Education General Information Survey (HEGIS)[4]. The HEGIS system classifies all programs of study first into 24 major Discipline Divisions. These are:

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[4] Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington: U.S. Office of Education and National Center for Educational Statistics, 1970).

1. Agriculture and Natural Resources
2. Architecture and Environmental Design
3. Area Studies
4. Biological Sciences
5. Business and Management
6. Communications
7. Computer and Information Sciences
8. Education
9. Engineering
10. Fine and Applied Arts
11. Foreign Languages
12. Health Professions
13. Home Economics
14. Law
15. Letters
16. Library Science
17. Mathematics
18. Military Sciences
19. Physical Sciences
20. Psychology
21. Public Affairs and Services
22. Social Sciences
23. Theology
24. Interdisciplinary Studies

These discipline divisions (or major "academic subdivisions of knowledge and training") are then further divided into "discipline specialties." For example, the discipline division *biological sciences* consists of such discipline specialties as botany, bacteriology, zoology, and anatomy, while English literature, classics, and philosophy are among the discipline specialties in the discipline division *letters*.

There are differences in the detail with which this classification system refines some of the discipline specialties. Under *physical sciences* there are six specialties for chemistry -- *viz.*, chemistry, general, inorganic chemistry, organic chemistry, physical chemistry, analytical chemistry, and pharmaceutical chemistry. Under *biological sciences* one finds biochemistry. Under *social sciences*, however, the disciplines of sociology, economics, and history are not further refined into any designated specialties.

With adaptations and modification, all currently authorized degree program activity at each of the 16 constituent institutions and at each of 29 private senior colleges and universities has been classified in accordance with this HEGIS system.[5] For all senior institutions of higher education in North Carolina, therefore, there is consistency in program definitions across the discipline specialties and discipline divisions, and in the specification of all existing degree programs within these classifications.

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[5] There are now 30 private senior colleges and universities. The classification referred to above was completed in April, 1977 and does not include Wingate College, formerly a junior college, which began operation as a senior institution in September, 1977.

6. Degree Programs and Tracks

Within this classification system, these definitions are provided for instructional program planning: A degree program is a program of study with a concentration (or major) in some specified discipline specialty that leads to a degree (and, where appropriate, to certification) in that discipline specialty or in some designated subdivision of the specialty at a particular level of instruction. A degree program track is an optional course of study within a degree program (or major) leading to a degree (and, in some instances, also to certification) in the same discipline specialty at the same level of instruction but differing in its course requirements within that specialty and/or in some related discipline specialty. The bachelor's degree in general chemistry, for example, is a degree program. The bachelor of arts in chemistry and the bachelor of science in chemistry, both requiring a concentration or major in chemistry but each differing in specific requirements for graduation, are tracks within that program.[6]

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[6] Similarly, a bachelor's degree program (or major) taken in chemistry, but including also the courses and practicum in education as defined by the Department of Public Instruction to qualify for certification in secondary education in science, is counted also as a separate program track. Thus, for a given institution, the inventory will report the availability of the bachelor's program or major in chemistry, and then will indicate three options, or tracks, available to the student in this major: the B.A., the B.S., and the B.A. or B.S. in chemistry in secondary education.

C. Current Instructional Programs

This section describes the extent of program offerings and the distribution of degree program activity across The University of North Carolina. The reporting of degree programs here is at the level of HEGIS discipline divisions (e.g., social sciences), and not by discipline specialties (e.g., economics).

1. The Extent of Degree Program Offerings

Tables A-5-1 through A-5-5 display the number of degrees conferred, by level, by all of the constituent institutions of The University of North Carolina, and by the private senior colleges and universities in North Carolina, in 1975-76 and 1976-77.

It will be noted that constituent institutions of The University offer degrees in 22 of the 24 HEGIS discipline divisions -- i.e., all but military sciences and theology. For purposes of analysis, these 22 are divided into two general groups: "arts and sciences" and "professional."

The first group, arts and sciences, includes all those traditional disciplines which are included as a part of "liberal education" at the undergraduate level, and which constitute a significant component of all degree program requirements. At the graduate level, and in some instances at the undergraduate, they will include highly professional and specialized programs of training. By their nature, however, they represent many areas of intrinsically necessary program duplication at the undergraduate level and, in some areas, at the master's level as well.

The second group, professional, includes those programs that in their individual degree requirements have substantial work in the arts and sciences disciplines as part of general education and as a prerequisite to specialized training. These programs, however, are more explicitly career- or vocation-oriented in purpose and in content. In larger institutions, these programs are characteristically organized into separate professional schools. The extent of necessary program duplication in this category differs on the basis of such variables as student demand, institutional location, and availability of specialized facilities and resources. In both groups, duplication at the levels beyond the baccalaureate degree is further limited by the greater costs required to support such programs.

Table 5-1, below, gives the number of institutions within The University authorized to offer degree programs in each HEGIS discipline division within the arts and sciences and professional groups.

Table 5-1

NUMBER OF CONSTITUENT INSTITUTIONS OFFERING DEGREE PROGRAMS AT LEVEL OF:

I. Arts and Sciences	Bachelor's	Master's	Sixth-Year*	1st Professional	Doctor's
Area Studies	2	-	-	N/A	-
Biological Sciences	15	9	1	N/A	2
Computer and Information Sciences	5	1	-	N/A	1
Fine & Applied Arts	14	4	1	N/A	1
Foreign Languages	13	5	-	N/A	1
Letters	15	9	1	N/A	2
Mathematics	15	9	-	N/A	2
Physical Sciences	14	9	-	N/A	2
Psychology	14	7	4	N/A	3
Social Sciences	15	9	-	N/A	2
Interdisciplinary Studies	11	2	-	N/A	2
II. Professional					
Agriculture and Natural Resources	2	2	-	N/A	1
Architecture and Environmental Design	5	2	-	N/A	1
Business & Management	15	8	-	N/A	2
Communications	1	1	-	N/A	1
Education	15	10	6	N/A	3
Engineering	3	2	-	N/A	1
Health Professions	14	5	N/A	2	1
Home Economics	7	4	-	N/A	1
Law	-	-	N/A	2	-
Library Science	2	5	N/A	N/A	1
Public Affairs and Services	10	4	N/A	N/A	-

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*Includes Ed.S. and Certificate of Advanced Study.

These characteristics of the extent of program offerings emerge:

(1) There is a predictable and necessary extensiveness across The University of degree offerings in most of the arts and sciences discipline divisions at the baccalaureate level.

(2) Programs at the master's level in the arts and sciences discipline divisions closely parallel those at the bachelor's level in the same institution.

(3) Professional programs that are characterized by high costs or by limited student demand (such as engineering or library science) are confined to a limited number of institutions, even at the baccalaureate level.

(4) Professional programs in sustained and great demand by students are extensive at the baccalaureate level and in some instances also at the master's level. Programs in the discipline divisions of business and management, education, health professions, and public affairs and services are available across the institutions at the baccalaureate level as broadly as are many of the arts and sciences programs, and also at the master's level in business and management and in education. In the area of health professions, however, it should be noted that highly-specialized programs tend to be available on a more limited basis than this table suggests. For example, three of the thirteen institutions offering a bachelor's degree in this division offer only the B.S. in medical technology, a program that is built around a biological sciences major combined with a laboratory internship. The B.S. in pharmacy, by contrast, is offered at only The University of North Carolina at Chapel Hill.

A more comprehensive and detailed presentation of degree program offerings by "discipline specialties," across all of the discipline divisions, is given in the Appendix, Table A-5-6.

(5) First professional programs are highly restricted in their institutional locations. The Doctor of Medicine is given at The University

of North Carolina at Chapel Hill, and it is authorized to be given at East Carolina University where the first class of 28 students enrolled in the fall of 1977. The Doctor of Dental Surgery is offered only at The University of North Carolina at Chapel Hill, where the specialized health professional degree programs at all levels are heavily concentrated around five health science schools (Dentistry, Medicine, Nursing, Pharmacy, and Public Health) and the North Carolina Memorial Hospital.

Two institutions -- The University of North Carolina at Chapel Hill and North Carolina Central University -- offer the Juris Doctor degree and the Bachelor of Laws degree. The Doctor of Veterinary Medicine has been conditionally authorized at one institution -- North Carolina State University at Raleigh.

(6) Doctoral programs are offered at three institutions and there are distinct divisions of effort among the three. The largest component of doctoral programs of study is at The University of North Carolina at Chapel Hill, which offers the doctorate in 14 discipline divisions. Doctoral degrees in the arts and sciences disciplines and in health professions, business and management, communications, and computer and information sciences are offered only at Chapel Hill, with some few exceptions. North Carolina State University at Raleigh provides all doctoral work in agriculture and natural resources and in engineering, substantial program offerings in the biological sciences, and five doctoral programs in other discipline divisions. The doctorate in home economics is offered only at The University of North Carolina at Greensboro, which also offers doctoral programs in letters, in education, and in psychology.

A fourth institution, East Carolina University, is herein authorized to plan doctoral-level programs in certain of the basic medical sciences in conjunction with the development of the School of Medicine.

A graphic presentation of the range of program offerings by degree level, as reflected in degrees conferred during 1974-75 within 22 HEGIS discipline divisions across the 16 constituent institutions, is shown in the Appendix, Figures A-V-1 through A-V-38.

In summary, as the foregoing discussion and the data contained in the referenced tables and graphs demonstrate, no major change in the structure of degree program extensiveness has occurred during 1976-77. Institutional missions have not been substantially changed, except for the addition of master's programs in one discipline division at The University of North Carolina at Wilmington, heretofore an institution that offered no programs beyond the baccalaureate level. Significant changes will occur in this structure in the near future, in conjunction with the development of the School of Medicine at East Carolina University, and other important changes would result from the development of a School of Veterinary Medicine at North Carolina State University at Raleigh. New program activity authorized during 1976-77 has otherwise been of a kind that did not alter the basic character of the academic program structure of any institution.

Table 5-2 presents the extensiveness of degree activity by discipline division across the 29 private senior institutions. A more comprehensive and detailed presentation of degree program offerings by discipline specialties, across all the discipline divisions, is given in the Appendix, Table A-5-6. Duke University offers doctoral programs in 13 of the HEGIS divisions. Wake Forest University offers the doctor's degree in the division of biological sciences and in the physical sciences (in chemistry). These two institutions offer master's programs in 18 discipline divisions, and each offers the first professional degree in law and in medicine. Campbell College offers the first professional degree in law and the master's in education; Duke offers the first professional degree in theology. The other 26 private senior institutions offer no work beyond the baccalaureate level. Their undergraduate degree programs extend widely across the arts and sciences. Among the professional disciplines, virtually all of them offer programs in business and management and in education, and a significant number offer some programs in the health professions. See Table 5-3. Few of them offer programs in other professional areas.

Table 5-2

NUMBER OF PRIVATE SENIOR INSTITUTIONS[a]

OFFERING DEGREE PROGRAMS AT LEVEL OF:

I. Arts and Sciences	Bachelor's	Master's	1st Professional	Doctor's
Area Studies	3	-	N/A	-
Biological Sciences	29	2	N/A	2
Computer and Information Sciences	5	1	N/A	1
Fine & Applied Arts	26	2	N/A	-
Foreign Languages	22	1	N/A	1
Letters	28	2	N/A	1
Mathematics	26	2	N/A	1
Physical Sciences	27	2	N/A	2
Psychology	23	2	N/A	1
Social Sciences	29	2	N/A	1
Interdisciplinary Studies	21	1	1	1
II. Professional				
Agriculture and Natural Resources	1[b]	1	N/A	1
Architecture and Environmental Design	-	-	N/A	-
Business & Management	27	2	N/A	1
Communications	3	-	N/A	-
Education	28	3	N/A	1
Engineering	1[c]	1	N/A	1
Health Professions	23	1	2	-
Home Economics	5	-	N/A	-
Law	-	1	3	-
Library Science	-	-	N/A	-
Public Affairs and Services	17	1	N/A	-
Theology	7	2	1	-

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[a] There are now 30 private senior institutions. The inventory on which this table was based was completed in April, 1977 and does not include Wingate College, formerly a junior college. Wingate College acquired senior college status in September, 1977.

[b] Four additional institutions offer work creditable toward a baccalaureate degree in forestry with Duke or North Carolina State University.

[c] Eight additional institutions offer work creditable toward a baccalaureate degree in general engineering as a part of a cooperative agreement at various institutions with schools of engineering. Four of these arrangements are with North Carolina State University.

The percentage distribution of the degrees conferred by the 16 constituent institutions of The University and 29 private senior institutions for 1975-76 and 1976-77 is shown in Table 5-3.

Table 5-3

PERCENTAGE DISTRIBUTION OF DEGREES CONFERRED,

1975-76 and 1976-77, PUBLIC AND PRIVATE INSTITUTIONS

	Bachelor's		Master's		First Professional						Doctor's	
					Dentistry		Medicine		Law			
	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77
Private Institutions	34%	32%	11%	9%	0%	0%	62%	63%	47%	55%	29%	33%
UNC Institutions	66	68	89	91	100	100	38	37	53	45	71	67

The constituent institutions of The University award about two-thirds of the baccalaureate degrees, nine in ten of the master's degrees, all the dentistry degrees and nearly 70 per cent of the doctoral degrees. Two private universities (Duke and Wake Forest) award two-thirds of the M.D. degrees and half of the law degrees.

Within The University of North Carolina, the proportions of degrees conferred in 1975-76 and 1976-77 are shown in Table 5-4.

Table 5-4

PERCENTAGE DISTRIBUTION OF DEGREES CONFERRED, 1975-76 AND 1976-77, BY CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA

					First Professional							
	Bachelor's		Master's		Dentistry		Medicine		Law		Doctor's	
Institution	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77	75-76	76-77
ASU	10%	9%	13%	17%								
ECU	12	12	13	15								
ECSU	1	2										
FSU	3	3										
NCA&T	5	4	6	5								
NCCU	4	4	5	4					34	17		
NCSA	0.2	0.2										
NCSU-R	14	14	11	11							34%	26%
PSU	3	3										
UNC-A	1	1										
UNC-CH	20	21	27	23	100%	100%	100%	100%	66	83	57	64
UNC-C	8	7	6	7								
UNC-G	8	9	10	10							9	10
UNC-W	3	3										
WCU	6	6	9	8								
WSSU	2	2										
Total	100	100	100	100	100	100	100	100	100	100	100	100

2. The Distribution of Degrees

a. General Trends

Table 5-5 indicates the changes in the number of degrees conferred, by level, by the 16 constituent institutions of The University of North Carolina during the present decade.

Table 5-5

NUMBER OF DEGREES CONFERRED BY LEVEL BY THE
16 CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF
NORTH CAROLINA

Year	Bachelor's	Master's	First Professional	Doctor's
1970-71	12,449	3,009	297	499
1974-75	15,118	3,909	476	544
1975-76	15,473	4,404	534	520
1976-77	15,846	5,028	457	477
Per Cent 70-71/76-77	27%	67%	54%	-4%
Change 75-76/76-77	2	14	-14	-8

Differences in rates of growth at the different levels are noteworthy. The number of bachelor's degrees awarded in 1976-77 was 27 per cent greater than in 1970-71, and two per cent greater than in 1975-76. This two per cent growth over the last year reflects in part large increases in degrees awarded in the discipline divisions of business and management, health professions, public affairs and services, and physical sciences, and decreases in education, letters, foreign languages, and social sciences.

The number of master's degrees conferred increased by two-thirds between 1970-71 and 1976-77 and by 14 per cent between 1975-76 and 1976-77.

Most of the recent growth in master's degrees is directly attributable to the discipline division of education. The annual rate of growth in master's degrees, moreover, has been increasing over this decade. Similarly, the number of first professional degrees awarded in 1976-77 was 54 per cent larger than in 1970-71, although this number declined by 14 per cent over the last year (from 534 to 457). This decline is largely a function of the planned curtailment of enrollment over the past three years in the law school at North Carolina Central University.

The increases in degrees awarded at the master's level reflect the added importance of post-baccalaureate study in career entry or progression in many fields of endeavor. In 1970-71, for example, institutions of The University awarded 149 master's degrees in business and management. By 1976-77 this number had risen to 317, an increase of 113 per cent. In the health professions the increase was from 161 to 311, or 93 per cent. The importance of master's level study in career development is especially evident in K-12 school teaching and administration. The growth between 1970-71 and 1976-77 in master's degrees in education was 110 per cent, similar to that in business and management, although the numerical importance of education is far greater than that of business and management. Of the 5,028 master's degrees awarded in 1976-77, 2,490 (or 50 per cent) were in the discipline division of education, and an additional 500 or so degrees were awarded in teacher education programs, although the degrees were earned through other discipline divisions.

At the doctoral level, by contrast, the number of degrees conferred in 1976-77 was 4 per cent below the 1970-71 number and 8 per cent lower than the number the previous year (1975-76). This may be partly indicative of needed adjustments to the marketplace that have been made in several disciplines.

b. Some Characteristics of Recent University Graduates

In Long-Range Planning, 1976-1981, it was noted that degrees conferred at the baccalaureate level in The University of North Carolina, consistent with a national trend, showed a significant relative increase in recent years in the number of degrees awarded in fields more directly related to career preparation over those in the arts and sciences category. The discipline divisions of health professions and business and management, for example, had grown very rapidly in the annual numbers of degrees conferred since 1970-71, as compared with most of the arts and sciences. Even among the arts and sciences, the same trend was evident in the relative growth in such discipline divisions as biological sciences as compared with social sciences and letters.

It is important to emphasize, whatever the tendency of student choice, that the anticipated job market is an insufficient and inadequate measure for planning, especially in undergraduate education. Colleges and universities have a responsibility to inform students about career choices and prospects and to assist them in making informed decisions, although there is not in undergraduate education generally, and particularly in the liberal arts disciplines, the strong and direct career orientation that is characteristic of graduate education.

A recent study of graduates of the 16 constituent institutions is informative on these points, as well as on the economic benefits of a college education. There is a great deal of speculation in many quarters that college students are being prepared for jobs for which there are already numerous applicants, or that they are receiving an education that prepares them for no job.[7] This latter argument is made with particular reference to liberal arts graduates.

To gain a better knowledge of how students are affected by their college experience, and to provide more effective educational opportunities for students, The University made a study of the 1974 graduating classes of the 16 institutions. A scientifically chosen random sample of nearly 3,000 graduates (bachelor's, master's, first professional, and doctoral) was selected, and they were surveyed about one year and a half after their graduation. The findings are significant:[8]

(1) Nearly 80 per cent of the graduates were gainfully employed one and a half years after graduation and an additional 14 per cent were continuing their formal schooling. As of the fall of 1975, the unemployment rate among those in the labor force (*i.e.*, either working or seeking work) was estimated to be 6.7 per cent. By comparison, the national unemployment rate at that time for persons with four years or more of college was 6.5 per cent. For young people with a high school diploma only, the national unemployment rate at that time was 16 per cent and for those with one to three years of college it was 11 per cent.

(2) More than 90 per cent of the graduates surveyed reported that they were well-satisfied with their chosen major area of study. It is

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[7] See, *e.g.*, Richard B. Freeman, *The Over-Educated American* (New York: Academic Press, 1976); and "Who Needs College?" *Newsweek*, April 26, 1976, p. 60.

[8] *The Class of '74: Early Careers of Graduates from the Sixteen Campuses of The University of North Carolina* (Chapel Hill: The University of North Carolina, General Administration, November, 1976).

particularly interesting that there was no significant difference between the liberal arts graduates and the other graduates at the baccalaureate level regarding their satisfaction with their majors. In short, this study found no evidence of heavy "underemployment" or job dissatisfaction.

(3) Estimated mean annual salaries one year and a half after graduation ranged from slightly over $8,000 for baccalaureate graduates to nearly $17,000 for doctoral graduates.

These findings have special relevance in view of the fact that the total family incomes of parents of these graduates of the 16 constituent institutions were generally lower than the incomes of comparable families nationally. This indicates that these 16 institutions generally serve a student population that, in the aggregate, comes from below-average income families. The data on the education of the fathers of the baccalaureate graduates in the survey showed that three-fourths of the fathers were not college graduates, thus indicating the substantial number of "first generation" college graduates trained by institutions of The University.

Additional studies of this nature will be made, but these findings give significant weight to the social and economic -- as well as personal -- benefits of higher education. A recent national study summarized the matter of economic benefits to the individual student in these terms:

> Recent graduates at least for the next few years will probably face more difficult problems in finding suitable jobs than their predecessors in the 'golden age' for graduates in the 1960's. But the evidence underscores a continuing and substantial economic advantage from attending college. It does, for most people, literally pay off.[9]

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[9] Leonard A. Lecht, "Grading the College Diploma," Across the Board, XIV (April, 1977), p. 30.

3. Program Duplication and Institutional Specialization

a. Duplication and Specialization in General

The preceding discussion generally describes the extent of duplication of function and institutional specialization of function in the academic program offerings of the 16 institutions of The University.

Duplication in program offerings, or the availability of like programs at a large number of institutions, is naturally most common at the undergraduate level but it is not confined to that level. It is usually brought about by instances in which some combination of the following conditions are present: (1) the program is in a basic discipline, such as mathematics, that is an element of the core curriculum of all institutions of higher education (hence the necessary duplication of program offerings across many of the arts and sciences discipline divisions), (2) program costs are relatively modest, (3) specialized and costly facilities and resources are not required, (4) student interest is consistently high as reflected in the numbers who choose the program as a major field of study, (5) the need, or "market," for graduates is high when the program is strongly career- or vocationally-oriented.

Duplication is thus predictably widespread and essential, as noted, in many of the basic disciplines in the arts and sciences at the undergraduate level. All but the most specialized institutions will depend on a reasonable array of courses and programs in these disciplines (such as mathematics), not only because of their fundamental place in general education but also because they provide necessary training in support of professional programs or in preparing students for subsequent graduate or professional study. The size of institution and the nature of the field of study itself will be among the considerations that determine the extent of duplication. All institutions, for example, need to provide some instruction in foreign languages as a part of their baccalaureate curriculum. Instruction in many different foreign languages in all institutions is neither necessary nor practicable.

Among the professional discipline divisions, duplication at the undergraduate level is most common in education, business and management, and in some of the health professions. At the master's level it is particularly apparent in education and in business and management. (Education is a special case that is discussed below.) It needs to be noted, moreover, that this discussion of duplication is at the aggregate level of discipline divisions, not discipline specialties, and thus tends to overstate in some areas the actual extent of duplication. For example, as indicated previously in Table 5-1, 14 of the constituent institutions offer programs in health professions at the baccalaureate level, but only two offer degree programs in physical therapy. In the arts and sciences specialty of letters, 15 institutions (all except the School of the Arts) offer baccalaureate programs, but only two offer a major in the discipline specialty classics.

There are two obvious but important stipulations to add to any discussion of duplication of programs. There is sometimes an appearance, at least, of the inference in discussions of duplication that the work of faculty and the use of other resources are tied directly to graduates per degree program. If a given institution produces only 10 graduates in mathematics, for example, this may be cited as evidence of a limited need for a degree program in mathematics. This overlooks the basic structure of the educational enterprise, particularly outside professional schools or departments. A mathematics department is not simply engaged in educating mathematics majors. It generally devotes an even greater amount of time and effort to providing needed instruction to students in other program areas and to offering general education courses as a part of the undergraduate education curriculum. The "productivity" of a given department or faculty must encompass all of these and other activities if it is to be accurately assessed.

Second, at the undergraduate level, it is important not to describe the need for a given program on the assumption that there is a direct relationship between a student's major and his career choices, particularly with reference to majors taken in the liberal arts. To assume that a student majoring in history is being prepared only for a career in the field of history is untenable and misleading. Undergraduate program planning that proceeded on the basis of projections of manpower in most discipline divisions would be a disservice to students and would ignore a principal purpose of all higher education at this level, especially outside the professional disciplines.

Specialization in program offerings, or the restriction of certain degree programs to one or to only a few institutions, is usually characteristic of those instances in which one or more of the following conditions are present: (1) program costs are high, (2) special necessary resources or facilities are in limited supply because of cost or other considerations, (3) the market for graduates is limited, (4) the pool of students is small.

Specialization is most apparent in programs at the first professional or doctoral levels, as has already been noted. It extends also to various undergraduate-level programs. Engineering and some of the health professions are illustrative of combinations of some of the factors noted above.

Baccalaureate programs in engineering are offered at three constituent institutions, master's programs at two, and doctoral programs at one. All these are programs characterized by relatively high costs of instruction and a need for specialized kinds of instructional resources and facilities.

Many health professions programs are also characterized by relatively high costs. Medicine is the most notable example. As noted in the recent study of baccalaureate level programs in health professions programs, however, where costs do not begin to reach the levels that prevail in medicine, the availability of specialized clinical facilities imposes a major limitation on the ability of The University to offer duplicative programs, even when there is substantial student interest and a good market for graduates.

A special case of institutional specialization is found in The North Carolina School of the Arts. The School of the Arts was established by the General Assembly in 1963. The declared purpose of this action was "to foster, encourage and promote, and to provide assistance for, the cultural development of the citizens of North Carolina . . . ." The School was given the special mission of providing for "the professional training of students having exceptional talent in the performing arts . . . ." This institution is unique, therefore, among the constituent institutions, in the specialized mission assigned to it, which includes offering students it serves programs at the secondary as well as at the collegiate level.

The "divisions of labor," and instances of duplication and specialization among the constituent institutions, are not described here to suggest that they are solely the outcomes of decisions of the Board of Governors. The Board inherited a long-established group of assigned functions and traditions. Further, it is important to point out that the decade preceding the establishment of the Board was characterized in part by a disposition to multiply duplication of effort at the graduate level, a disposition that culminated in the legislative authorization given by 1969 to all public senior institutions (except the School of the Arts) to offer programs through the level of the doctorate, subject to the approval of the Board of Higher Education.

The Board of Governors was given a dual charge by the General Assembly in the 1971 legislation: First, it was declared that the benefits of higher education be extended and the quality of higher education be improved. Second, it was declared that a more economical use of the State's resources should be attained, and pursuant to that goal, the Board was directed to "plan and develop a coordinated system of higher education" and to eliminate programs found to be "unproductive, excessively costly or unnecessarily duplicative."

In its initial planning and governance activities the Board has, therefore, devoted considerable attention to what might be termed the avoidance of unnecessary and costly duplication of effort that would impair program quality. It has requested, except in such instances as medical education and veterinary medical education, only modest resources for the purpose of establishing new programs. It has given attention to establishing orderly procedures for the screening and review of new program applications, to directing available resources largely into improving existing programs, and to avoiding the establishment of new programs where significant new resources would be necessary and there was no compelling evidence of need. Only in the instances of the establishment of a degree-granting School of Medicine at East Carolina University (with the concomitant authorization for planning new Ph.D. programs in the basic medical sciences), the authorization of the program in veterinary medicine at North Carolina State University at Raleigh, and, to a much lesser extent, in the authorization of a limited range of master's programs at The University of North Carolina at Wilmington, has the Board altered or proposed to alter the basic academic program mission of any institution over the first five years of its existence. Within the context of those existing academic program missions, it has generally responded to new program requests where there were clearly defined needs (as in special education or master's programs in nursing) or where student interests could be accommodated without expending major additional resources. Priority has generally been given to strengthening those educational programs already in existence, as in the library improvement plan, or as in declining to establish new law schools but choosing to strengthen an existing law school.

It should be noted that a considerable part of the desire for new degree programs is a manifestation of a growing tendency in our society that emphasizes formal "credentializing" through degrees in an increasing number of areas of endeavor. This phenomenon creates substantial pressures on institutions to design and offer new degree programs to serve particular clienteles that ask for special courses of study. It is not referred to here in any critical sense, because these often represent genuine needs for professional upgrading that The University is obliged to respond to in meeting its obligations, and they clearly attest to the importance of higher education in our society. It reflects also the need to serve other groups besides the traditional college-age population. With new program resources severely limited, however, it is difficult to be responsive in many instances -- at least at an acceptable level of quality.[10]

Similarly, pressures for new programs arise from faculty and students within the institution, reflecting genuine interests on their part and a genuine effort to improve the educational program. Here again, the Board has attempted to be responsive to these interests to the extent resources were available, from the perspective of statewide needs and priorities.

As the Board has expanded its planning activities and gained increasing knowledge of educational needs and institutional strengths and weaknesses, it has been possible to make decisions about new programs in a more informed way. Until the present year, it has been new program activity that has primarily engaged the Board's attention. In the long-range plan completed in April, 1976, however, the Board took the additional major step of beginning to concern itself with existing program activity. At that time it called for a study and assessment of two groups of programs: those in teacher education and selected programs in the health professions. These studies are cited in this context to point out that the Board has moved into a major new phase of program assessment and evaluation, apart from the screening of proposed new program activity, that bears directly in a major way upon its responsibility to guard against unnecessary duplication or other inefficient or ineffective use of educational resources. This is a critical dimension of the responsibilities assigned to the

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[10] A related aspect of this phenomenon is the increasing volume of work requested in off-campus settings for convenience of access by students who must attend while maintaining a full-time job. This is explored in Section E, below, "Extension Credit Instruction."

Board by statute, and through this process of program review, the Board has taken action for the first time to initiate the discontinuation of programs. These program reviews are described later.

There are two special aspects of program duplication that require notation here, because of their importance to program planning and program review. These are the field of teacher education, which represents in many quantitative terms the largest general area of program duplication in The University, and the relationship of the plan for the further elimination of racial duality to the question of program duplication.

b. Teacher Education

The greatest amount of program duplication at the undergraduate and graduate levels is in the discipline division of education and in teacher education programs and majors generally. Teacher education is, in fact, the largest single area of instructional activity in The University in terms of students enrolled, degrees conferred, and numbers of programs and program tracks offered. There are, however, wide variations among the 15 institutions offering programs in teacher education in the scope and scale of their involvement.

The need to improve the quality and effectiveness of teacher education in The University, to assess the implications of the changing market for graduates of these programs, to evaluate differing training needs in various regions of the State, and to evaluate different needs among various specialties, all prompted the Board of Governors to conduct a comprehensive review and evaluation of all teacher education programs in

The University in 1976-77. That study is described in greater detail in this chapter, and the actions taken as a result of the study are incorporated into this long-range plan.

c. Racial Duality

A second special characteristic of program duplication in The University of North Carolina is related to the historical establishment by the State of a racially dual system.

Amendments to the North Carolina General Statutes enacted by the General Assembly in June, 1957, removed race as a basis for or element in the definition of the mission of any institutions. This action, along with other statutory and constitutional changes adopted by the State in recent years, has brought about a situation in which no black person is, on the ground of race, excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity of The University of North Carolina.

As distinct and different from a pattern of racial segregation, however, there does persist in The University of North Carolina a pattern of racial duality. This duality is the product of many forces and circumstances, including but not limited to the historical fact of de jure segregation.

This condition led to the inclusion of North Carolina in the states affected by litigation (now termed Adams v. Califano) in the United States District Court for the District of Columbia, in which the U. S. Department of Health, Education and Welfare is party defendant. As a consequence of that litigation, North Carolina submitted to HEW in May, 1974 The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Post-Secondary Education Systems. That State Plan was adopted by the Board of Governors on behalf of The University of North Carolina and by the State Board of Education on behalf of the Community College System and was approved by the Governor.

On June 21, 1974, HEW approved that State Plan as sufficient to meet whatever obligations The University had under Title VI of the Civil Rights Act of 1964. In August of 1975 the plaintiffs in Adams v. Califano moved that the Court declare the North Carolina plan, in company with those of other affected states, to be invalid and to order HEW to issue new instructions for the preparation of new plans. Without any explanation as to why it now believed the State Plan it had formerly approved no longer met the requirements of Title VI, HEW early in 1977 concurred in the basic position of the plaintiffs and repudiated the North Carolina plan and the plans of other affected states. Thereupon the Court ordered, on April 1, 1977, that HEW notify North Carolina and the other states that their plans were "not adequate to comply with Title VI of the 1964 Civil Rights Act." The Court further ordered HEW to prepare, within 90 days, "final guidelines or criteria specifying the ingredients of an acceptable higher education desegregation plan," to require each of the states to submit a revised plan within 60 days thereafter, and to approve or disapprove the revised plans within 120 days after their submission.

HEW issued its Criteria on July 2, 1977, and then filed amendments to them with the Court on July 30. The Board of Governors on August 22, 1977 adopted The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems, Phase II, 1978-1983. The Board of Education adopted a plan for the Community College System on August 31, and on September 2, Governor James B. Hunt, Jr., submitted these documents to the Secretary of Health, Education, and Welfare as the response of the State of North Carolina.

At this juncture it is not possible to say whether HEW, or the Court, will accept this State Plan, Phase II. The plan does not accept all of the HEW Criteria, because some of them were, in the considered judgment of the Board of Governors, not feasible or educationally sound, and some of them would, if accepted, impede rather than promote progress in the elimination of racial duality. The Board of Governors maintains that the Criteria given by HEW do not provide definitive guidance for compliance with Title VI, to the exclusion of alternatives that the Board believes to be more sound in both legal and educational terms. It is the conviction of the Board that the State Plan, Phase II more than satisfies the requirements of Title VI and that it provides an educationally sound and feasible approach to the elimination of racial duality.

This State Plan, Phase II is thus a part of the long-range plan for The University of North Carolina. It impinges in several important ways on the general problem of program duplication. The Board of Governors is committed, as it was under the original 1974 State Plan, to consider racial impact as an element in all program decisions, and further to take no action that would apparently impede the efforts to eliminate racial duality unless there are compelling educational reasons that need to be given paramount consideration. The significance of decisions about the establishment of new degree programs, or about the discontinuation of degree programs, in the ultimate outcome of efforts to eliminate racial duality is thus acknowledged by The University of North Carolina. The University is not prepared to give this factor the priority over all other considerations, such as educational need or program quality, which the HEW Criteria imply it should have, nor does The University believe such priority is needed, or is necessarily productive in eliminating racial duality.

D. Academic Program Planning

In the context of the general considerations pertaining to degree program offerings described in the preceding sections, and the definitions and terms of reference stated, this section will report on specific academic program planning completed or in progress and specify the overall priorities for future planning.

1. Previous Academic Planning Studies: A Status Report

The long-range planning activities of the Board of Governors have encompassed a number of special studies that have informed particular planning priorities and program decisions. Many of these were made prior to the publication of the first long-range plan in April, 1976.[11] Their present status is reported here:

a. Library Improvement Program

From appropriations received for 1976-77, the Board of Governors was able to provide the money necessary to fund this program at 50 per cent of the requirement. The Board's Budget Request for 1977-79 sought funds to complete the program over the two years of the biennium. The level of appropriations made by the 1977 General Assembly will enable full funding for 1977-78 for both components of the plan: elimination of deficiencies in basic undergraduate collections and attainment of a level of continuing support for all libraries on the basis of the enrollment levels of undergraduates, master's-level students, and first professional and doctoral students. This allocation for 1977-78 will mean that one further annual increment is needed to complete the 1974 plan for comprehensive library improvements.

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[11] See Long-Range Planning, 1976-1981, pp. 300-311.

b. Statewide Plan for Medical Education

The plan approved by the Board of Governors in November, 1973, was designed to increase the supply of physicians in North Carolina, particularly in the primary care specialties, and to achieve a better geographical distribution of physicians and other health care personnel. The plan was approved, with modifications, by the 1974 General Assembly, and in November, 1974, the Board further amended the plan by authorizing the establishment of a degree-granting School of Medicine at East Carolina University.

Appropriations made by the 1977 session of the General Assembly, in response to the Board of Governors' request, fully funded the planned expansion in each of the elements of this comprehensive program for the expansion of medical education. These elements are: the continued development of the statewide Area Health Education Centers, including the establishment of 300 new residencies; the expansion in class size in the School of Medicine of The University of North Carolina at Chapel Hill; increasing the number of North Carolinians enrolled in the Bowman Gray School of Medicine of Wake Forest University and in the Duke University School of Medicine; and meeting the requirements for the provisional accreditation of the School of Medicine of East Carolina University for admission of the first entering class in September, 1977.

The plan has achieved an impressive measure of success to date. Under the AHEC program, a total of 228 new residencies had been established by the close of fiscal 1976-77. Enrollments in the three established medical schools in the State had increased by 1976-77 to 1,426 M.D. candidates, as compared with 1,124 in 1972-73; and the enrollment of North Carolinians had increased from 625 to 868 in that same span of time. Under the plan the number of North Carolinians enrolled will rise to 980 by 1980-81, and this growth will be augmented by the planned development of the East Carolina University Medical School, where the plan approved by the Board of Governors contemplates a total enrollment of 200 M.D. candidates. Perhaps the most important measure of the success of the plan to date, however, is in the fact that, during the years 1972-75, the total number of active "non-federal" physicians in North Carolina increased by 17 per cent, as compared with a national average of 10 per cent.

c. Nursing Education

The report on Nursing Education, approved by the Board of Governors in November, 1975, called, first, for the establishment of new programs at the master's level at The University of North Carolina at Greensboro and at East Carolina University. Both programs have since been authorized by the Board and funds needed to initiate them have been allocated to those institutions by the Board. The first students were enrolled in the program at The University of North Carolina at Greensboro in the fall of 1976, and at East Carolina University in the fall of 1977.

The 1975 report also called for the establishment of a cooperative arrangement between the School of Nursing at Western Carolina University and The University of North Carolina at Asheville. A cooperative agreement has been developed and the joint program will be put into effect during the 1978-79 academic year. The study of the associate degree program at The University of North Carolina at Wilmington, also called for in the 1975 report, will be completed on schedule.

During 1976-77, there was further study of the performance of graduates of The University's baccalaureate programs on the North Carolina State Board of Nursing licensure examination. It was found that the passing rate on the first writing of the examination had been, over the course of several years, unacceptable for graduates of three of the baccalaureate programs. Accordingly, the Committee on Educational Planning, Policies, and Programs called upon the Chancellors at North Carolina Agricultural and Technical State University, North Carolina Central University, and Winston-Salem State University to prepare and implement plans for improvements in the nursing programs in their institutions. The Committee asked the President to review annually the progress being made in the three programs, and it further resolved that, as minimum objectives, two-thirds of the graduates of each program taking the examination were expected to pass on first writing by 1981 and three-fourths by 1983. If these minimum objectives are not met and maintained by any program, discontinuation of that program will be recommended.

d. Veterinary Medical Education

By action of the 1975 General Assembly, there was an appropriation of $500,000 made to the Board of Governors for fiscal year 1976-77 for the planning and development of the School of Veterinary Medicine at North Carolina State University at Raleigh, and for a related educational facility at North Carolina Agricultural and Technical State University.

This planning led to a budget request to the 1977 General Assembly asking for the appropriation of $9.3 million for the first phase of a construction program that would enable the opening of the School in 1981, provided that additional capital funds on the order of $25 million are made available in the 1981-83 biennium. Operating funds were requested to permit the appointment of faculty and staff, looking toward the admission of an entering class of 32 students in 1981. Funds were also requested to provide related programs at North Carolina Agricultural and Technical State University.

In response to these requests, the 1977 General Assembly appropriated $2 million as a reserve fund to be held for later construction of the School. This means that it will not be possible to proceed on the schedule of enrolling the first class in the fall of 1981. Further planning will therefore have to await possible additional legislative action when the General Assembly convenes in May of 1978 to review the budget for 1978-79.

e. Legal Education

In acting upon the study of legal education in November of 1974, the Board of Governors directed that necessary steps be taken to strengthen the School of Law of North Carolina Central University and to assure that the School remain fully accredited.

Substantial progress has continued during 1976-77 toward these objectives. The annual operating budget of the School in 1976-77 was more than twice the level of 1974-75, and enrollments have been reduced by lowering the size of entering classes to a level more nearly consistent with the available space and facilities. A status report was filed by the American Bar Association survey team in the spring of 1977, noting the progress made and the fact that funds were in hand for construction of the needed new building. An appropriation of $3.5 million was made for this purpose in 1976. Regular accreditation is contingent upon the completion of that building. The principal problem identified by the American Bar Association survey team, other than the need for a new building, was inadequate library holdings. It develops that the volume count made in 1973, as a basis for the library improvement plan that was begun in 1974, was not accurate. After discarding duplicative and obsolete holdings during 1977, the present collection is deficient. It was possible, from funds appropriated to the Board of Governors in 1977, to make a special allocation of funds to North Carolina Central University for 1977-78, with $100,000 designated for acquisitions for the Law School library. This action met the most important needs, and was responsive to the problems noted by the American Bar Association survey team. Final resolution of the library problem, and of other needs of the Law School, must await completion of the new building. It is expected that the building will be ready for occupancy in the fall of 1979 at the earliest.

f. Programs Preparing Personnel to Work with Children with Special Needs

In 1974 the President established an interinstitutional Cooperative Planning Consortium of Special Education Programs to provide assistance to the Legislative Study Commission on Children with Special Needs. Working with public school representatives, parent organizations, teacher associations and other groups, the Consortium has prepared reports which detailed current and future State needs and priorities for providing professional personnel in the various "special educational" areas.

Legislation passed by the 1977 General Assembly requested the Board of Governors to continue this coordination and planning function and to report to the Legislative Study Commission on Children with Special Needs by February 1, 1979, on its accomplishments. Accordingly, the Cooperative Planning Consortium, whose earlier reports laid the foundation for such joint planning efforts among the Board of Governors, the Departments of Public Instruction, Correction, and Human Resources, and with those private colleges and universities having special educational training programs, will be continued to advise the President and the Board of Governors of needs and priorities in this area.

As a further measure to improve coordination between the program planning and development activities of The University and those of the State Board of Education in the area of exceptional children, the 1977 General Assembly also amended Chapter 115, Article 2A of the General Statutes to add a representative of The University as an ex officio member of the Council on Educational Services for Exceptional Children. The President designated that representative in August, 1977.

The Cooperative Planning Consortium will include representatives of those institutions of The University which have degree programs or authorization to plan programs in the areas of special education, school psychology, and in the hearing and speech sciences.

(1) Institutions with authorized programs in special education are:

Appalachian State University	Bachelor's, Master's, Intermediate
East Carolina University	Bachelor's, Master's
North Carolina Central University	Master's

North Carolina State University at Raleigh	Master's
Pembroke State University	Bachelor's
The University of North Carolina at Chapel Hill	Master's, Doctoral
Western Carolina University	Bachelor's, Master's
Winston-Salem State University	Bachelor's

Institutions with authorization to plan programs in special education are:

Elizabeth City State University	Bachelor's
Fayetteville State University	Bachelor's
North Carolina Agricultural and Technical State University	Bachelor's
The University of North Carolina at Greensboro	Master's
The University of North Carolina at Wilmington	Bachelor's

(2) Institutions with authorized programs in school psychology are:

East Carolina University	Master's, Certificate of Advanced Study
The University of North Carolina at Chapel Hill	Master's, Doctoral
The University of North Carolina at Greensboro	Master's, Intermediate
Western Carolina University	Master's, Intermediate

Institutions with authorization to plan programs in school psychology are:

Appalachian State University	Master's

(3) Institutions with authorized programs in the hearing and speech sciences are:

Appalachian State University	Bachelor's, Master's
East Carolina University	Bachelor's, Master's
The University of North Carolina at Chapel Hill	Master's
The University of North Carolina at Greensboro	Bachelor's, Master's
Western Carolina University	Bachelor's, Master's

Institutions with authorization to plan programs in the hearing and speech sciences are:

The University of North Carolina at Chapel Hill	Doctoral

2. Degree Program Reviews and Evaluations

In Long-Range Planning, 1976-1981, the Board of Governors established and defined basic policies with respect to authorized degree program activity in the 16 constituent institutions.

First, it was directed that procedures be put into effect to provide for the periodic review of all degree programs on a schedule to be defined in successive editions of the long-range plan. For 1976-77, it was determined that there would be a review and evaluation of baccalaureate programs in the health professions (excepting nursing) and of all teacher education programs at all levels. It was also determined that all degree or certificate programs below the baccalaureate level be reviewed during the 1976-77 academic year.

Second, the Board stated that when any program was found, as a result of such review, or as a result of any special study initiated by the institution or by the Board of Governors, to be -- in the language of the statute - "unproductive, excessively costly, or unnecessarily duplicative," the Board of Governors shall give due notice to the institution of withdrawal of the authorization to offer the program. During 1976-77 specific procedures to be followed in such instances of program discontinuation were developed and adopted by the Board.

Third, the Board declared as a matter of policy that programs found not meeting necessary standards of effectiveness, but which were meeting an important educational need and should therefore be continued, shall be strengthened as a matter of priority over the creation of new programs in an institution. The program will then be reviewed annually; and, if the Board finds that satisfactory progress is not being made in strengthening the program, the Board shall give due notice that authorization to offer the program shall be withdrawn.

In accordance with these policies, the Board of Governors initiated three program review and evaluation projects in 1977-78: a review of all teacher education programs, a review of all baccalaureate-level programs in the health professions (except nursing), and a review of programs at the prebaccalaureate level offered in institutions of The University. This section reports on the status of each of these studies.

a. Teacher Education Review Program

In July, 1976, a comprehensive review and evaluation of all teacher education programs in The University was initiated. The review included 252 education degree programs and 244 teacher education program tracks in the 15 constituent institutions of The University preparing professional personnel in the area of education. Working closely with each institution, information was gathered throughout the 1976-77 academic year by a special project staff in the General Administration to evaluate the effectiveness of teacher education programs in accordance with the criteria set forth in The Long-Range Plan, 1976-1981. These criteria included quality, productivity, and need. In addition to information gathered from the institutions, several special studies were completed to help develop recommendations for program improvement, and special consultants were engaged to review information related to program strength and to assist in the interpretation of information gathered.

The general review of teacher education, the direct assessment of the education degree programs and program tracks, and the special studies conducted by project staff resulted in a number of observations, conclusions, and actions taken by the Board of Governors in October, 1977.[12]

The study found that important changes have taken place over the past few years which require adjustments in planning and in program operations in teacher education programs in The University.

(1) A substantial change has occurred in the market for teachers and thus for teacher education programs.

(a) There is clear evidence that the demand for new teachers in conventional areas in the public schools has decreased markedly in the last several years and that the level of demand will continue to decline.

(b) It is likely that, for reasons related to demand and to other factors, enrollment at the undergraduate level in teacher education programs will decline. At the graduate level, regular session enrollment may also decline, but the need for, and pressures to offer, graduate study programs for in-service teachers will increase. This trend is reinforced by incentives given to teachers by State education agencies to obtain graduate degrees.

(c) Generally, there will be a shift in need and in emphasis from pre-service teacher education activities in the traditional campus setting to in-service programs both on campus and off-campus. The major task ahead for colleges, schools, and departments of education may be, in fact, to provide continuing education programs for persons already active in the teaching profession, while offering programs to a smaller number of more highly qualified pre-service students.

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[12] A Review and Evaluation of Teacher Education, Reports 1, 2, and 3 (Chapel Hill: The University of North Carolina, October, 1977).

(d) There is an increased need also for graduates of teacher education programs to serve in educational and service programs conducted outside the school system. A better relationship between colleges, schools, and departments of education and these "non-school" agencies is desirable for a more effective use of resources.

(e) The training of specialists to serve the educational needs of a wide variety of children who cannot fit the exact mode of regular educational settings has also become a matter of pressing importance. Such children are physically or mentally handicapped, children with learning disabilities, those with social and behavioral disorders, as well as the gifted and talented. This will require not only the training of specialists but the provision of special competencies to all teachers in training and now at work in the schools.

(2) There is increasing public concern about the quality and effectiveness of elementary and secondary education, and a mounting interest in establishing methods to assess and measure that quality and effectiveness.

In North Carolina this emphasis is particularly apparent in the steps being taken to initiate a regular statewide testing program for all students in both public and private elementary and secondary schools. An associated development is the growing interest in the academic and other preparation of teachers, and in the development of policies and standards intended to strengthen the quality of the teaching profession. Teacher education programs in institutions of higher education, in company with State and local educational agencies, have an important responsibility to contribute to this effort.

(3) Financial support for research and development activities in colleges, schools, and departments of education will probably decline very sharply over the next few years. The result would be a decrease in the production of new knowledge, which may make faculty development more difficult and may reduce the effectiveness of graduate programs and the availability of student financial support from that source. However, financial support for the involvement of teacher education programs in staff development, in-service training, demonstration programs and other activities will probably increase as a correlate of the shift to the in-service training focus.

Given these conditions, it was felt that there may be erosion of confidence in teacher education and a consequent impairment of The University's capacity to supply well- qualified teachers for the public schools unless The University and the programs themselves develop ways of adjusting to these changes and adapting to the changing needs of public education through more thoughtful program planning, evaluation, and development.

The results of the evaluation of programs indicated that the majority of the education degree programs and degree program tracks in the 15 constituent institutions of The University are operating on a sound and effective basis. However, a substantial number were found to be unproductive or producing teachers for whom there is no demand, and many of these were discontinued.

The study clearly indicated no basis for further general expansion of teacher education programs in The University at this time or for the foreseeable future. Some specific areas of high demand do remain (*e.g.*, reading education, special education, vocational education, school psychology, speech pathology and audiology, and preschool and parent education programs) and institutions were advised to reallocate their resources to expand productivity in these areas while decreasing productivity in areas of oversupply. It was also clear from the study that a decrease in the production of teachers offered institutions an opportunity to improve the quality of programs through improved selection and retention procedures.

In an effort to respond to these and other findings of the study, several general and specific recommendations were drawn. General recommendations pertained to policies and procedures regarding teacher education across all the institutions. Specific recommendations pertained to individual institutions or programs in various institutions. Overall recommendations called for:

(1) improving coordination within and between constituent institutions with teacher education programs and between The University and the public and private schools and other community educational agencies;

(2) improving the quality of teacher education programs and their graduates while reducing the quantity of graduates now exaggerating the current teacher surplus;

(3) shifting the primary focus of teacher training in The University from pre-service and undergraduate programs to in-service and graduate teacher education programs;

(4) creating a University system of teacher education more capable of being responsive to regional as well as statewide needs;

(5) improving the planning, evaluation and development capacities of The University so that time lags can be reduced in responding to changing needs; and

(6) discontinuing inactive and unnecessary degree programs and making a further review of others which are low in demand or unproductive.

Specific actions taken by the Board include the discontinuation of 26 education degree programs and 20 education degree program tracks. These discontinuations are listed later in this chapter and they are reflected in changes in the inventories of authorized degree programs in the academic program plans at the conclusion of this chapter. An additional group of 115 education degree programs and program tracks were identified for further review by February, 1978, because of general program strength, low demand, low productivity, or some combination of these factors.

b. Health Professions Program Review

The review and evaluation of professional health programs at the baccalaureate level in 14 constituent institutions of The University was completed and acted on by the Board of Governors in September, 1977.[13] In making this study, the President's office worked with ad hoc advisory committees representing each discipline studied and were assisted by two special consultants. The major criteria in the evaluation process were the review of program effectiveness in terms of quality, productivity, and need.

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[13] Health Professions Education Program Review, Part I - Baccalaureate Programs, 1977-1982 (Chapel Hill: The University of North Carolina, September, 1977).

Three special studies were included in the project: a student evaluation of educational programs, a survey of the 1975 and 1976 graduates of the programs reviewed, and a racial impact report. These studies showed a high level of student satisfaction with both their programs of study and with the constituent institution in which they were enrolled. The study of the post-graduation activities of the 1975 and 1976 graduates indicated that the majority of the graduates of the health professions studied were well-satisfied with their degrees. Almost all were employed in their field of training, doing jobs which paid well and were satisfying to them. About 80 per cent of the graduates had remained in North Carolina during their early post-graduation employment. Enrollment of minority students in health professions programs was found to be quite low, but it was also found that the situation was showing improvement. Over the past five years, there has been an increase of 107 per cent (73 students) in minority enrollment in the baccalaureate programs studied. There was considerable variation in minority enrollment, not only among institutions, but among professions.

As a result of the findings made in the course of this study, the Board of Governors declared a number of major policies with respect to baccalaureate programs in the health professions. These include the following:[14]

(1) Priority shall be given to remedying deficiencies in existing programs over the establishment of new programs or the expansion of other programs.

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[14] See the complete list of actions and policies as set out in the report at pp. 8-14.

(2) The program designation, "Health Professions - General," and degree programs established under that general designation, are discontinued, since this has permitted unnecessary program proliferation.

(3) Clearly defined admission and retention standards should be developed by all programs, and they should also have written agreements defining various responsibilities in their clinical affiliations.

(4) All programs in the health professions should increase their efforts to enroll qualified minority students.

(5) As a general proposition, baccalaureate programs that have an average of fewer than five graduates a year over a three-year period shall be reviewed to determine whether they should be continued.

A number of specific actions were taken with respect to particular programs. Some degree program and degree program tracks were discontinued (these discontinuations are reflected in changes in the authorized degree programs included in the academic program plans at the conclusion of this chapter), others were required to make certain changes or correct deficiencies within a specified period of time, and in other instances previously approved planning authorizations for new programs were withdrawn. In general, the study indicated that the present professional health education programs in the State can meet the anticipated need for health manpower in the disciplines studied. These projections may have to be modified, however, to meet changing health care goals or changing health care delivery systems, or to adjust to the effects of changes in national policy and legislation.

c. Report on Pre-Baccalaureate Level Programs[15]

It is recognized that associate degree or other pre-baccalaureate level programs should be offered by constituent institutions of The University only in special kinds of circumstances. In most instances, responsibility for educational programs at this level resides with the State's system of community colleges and technical institutes, or with other institutions. From this perspective, the pre-baccalaureate programs offered by six constituent institutions of The University were reviewed during 1976-77 and these conclusions were reached:

(1) A wide range of health and allied programs are offered in the Division of Health Affairs of The University of North Carolina at Chapel Hill. The Board of Governors finds that such programs are properly included in the educational mission of the institution, where the unique resources of the North Carolina Memorial Hospital and the five health science schools can be utilized in providing needed educational opportunities for citizens of the State. However, consistent with the findings and recommendations of the report on programs in the health professions, as adopted in September, 1977, the certificate program in dental hygiene offered in the School of Dentistry will be discontinued by 1982.

(2) A considerable number of programs at the sub-baccalaureate level are offered in the general area of agriculture by North Carolina State University at Raleigh. It is evident that such programs are properly included in the educational mission of this institution, where the resources of the School of Agriculture and Life Sciences

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[15] An inventory of these programs is in Table A-5-6.

and of the Agricultural Experiment Station and Extension Service can be utilized in providing needed educational opportunities for citizens of the State.

(3) A large number of associate in arts or associate in science degree programs are offered by Fayetteville State University at its Fort Bragg Center. Normally such two-year degrees are not conferred by senior institutions. In this instance, however, the Center is maintained to offer a needed service to armed forces personnel, and it is to be responsive to the needs of military personnel that Fayetteville State University has conferred the associate degree. Consistent with the services provided through the Fort Bragg Center, it is clear that these degree programs are properly included in the educational mission of Fayetteville State University at its Fort Bragg Center.

(4) The associate degree in nursing is given by The University of North Carolina at Wilmington. This program was begun there prior to the institution's becoming a part of The University of North Carolina and it has served a particular community need. As prescribed in the 1975 report on nursing education, the future of this program will be assessed by The University of North Carolina at Wilmington, and recommendations regarding it will be submitted during 1978.

(5) A certificate program in secretarial science has been offered for several years at Elizabeth City State University. After a review of this program, it has been found to be unnecessarily duplicative of programs available in nearby community colleges and technical institutes. On the recommendation of the Chancellor, the program will be terminated as soon as students currently enrolled have completed their course of study.

(6) Associate degrees in industrial technologies have for a number of years been offered by North Carolina Agricultural and Technical State University. The program was established prior to the development of the community college and technical institute system. Upon review, it has been concluded that this program is unnecessarily duplicative, and on recommendation of the Chancellor, the program is to be terminated as soon as students currently enrolled have completed their course of study.

North Carolina Agricultural and Technical State University also offers a certificate program in community mental health. This program was developed as a part of the specifications of a federal grant. It has provided an important community service, but at such time as the federal grant or other outside support is ended it is anticipated that the program will have to be discontinued.

d. Program Reviews and Evaluations for 1977-78

As previously pointed out, the teacher education review project identified 115 degree programs and degree program tracks that are to be studied in greater depth during the course of the present year. Additionally, a number of activities will be initiated during the year to put into effect general policies in teacher education that the study found to be needed.

In the health professions, the program reviews and evaluation completed during the last year were confined to those at the baccalaureate level. During 1977-78, a review of graduate-level programs in these fields (excluding medicine and dentistry) will be conducted.

No additional program review projects will be initiated during 1977-78. Other major special planning studies are required, notably a study of faculty work-load and tenure as called for by the 1977 General Assembly. This is discussed in Chapter Six.

3. Program Changes, 1972-1977

This section summarizes specific new programs planned and authorized, and program discontinuation actions, for the period July, 1972, until the fall of 1977.

In August of 1972, immediately after the Board of Governors assumed its responsibilities under the 1971 amendments to Chapter 116 of the General Statutes, the President recommended (with the concurrence of the Chancellors) and the Board declared a moratorium on any new program authorization in The University. In the absence at that early date of any plan for the future development of the institutions, or of a comprehensive inventory of existing degree program activity, new program approval seemed premature, at best, and it seemed appropriate that there be a cessation of new program authorizations for some period of time.

The moratorium was partially rescinded early in 1974, when the institutions were authorized to request new program approvals so long as such requests would not represent a change in their existing mission. Thereafter, in 1975, each institution was asked to submit a proposed five-year plan, as a first step in the work of the preparation of the long-range plan ultimately adopted by the Board of Governors in April, 1976. The proposed institutional five-year plans, to a large extent, consisted of proposals to plan and establish new degree programs. In all, some 300 new programs at various levels of priority were suggested for establishment over a five-year period.

The volume of new program proposals was in marked contrast to new resources available to the Board of Governors to initiate new program activity. Excepting the funds appropriated for the new School of Medicine at East Carolina University, and planning and development funds provided for a School of Veterinary Medicine at North Carolina State University at Raleigh, only limited funds have been available to the Board to finance new programs. From appropriations made by the 1973 General Assembly, new master's programs at North Carolina A & T State University and at The University of North Carolina at Charlotte that had previously been authorized by the Board of Higher Education were allocated "start-up" funds by the Board of Governors in 1973. The 1973 General Assembly also appropriated funds to the Board that were set aside, consistent with the budget request as set out in the Schedule of Priorities for 1973-75, as a reserve to initiate new program activity for which a clear need was identified. Most new program activity approved by the Board since 1974, therefore, has been supported by re-allocations of resources by the institutions and by allocations made from new resources provided for enrollment growth and for increased library support.

a. Planning Procedures for New Programs

In Long-Range Planning, 1976-1981, the Board of Governors set out general policies to be followed by the constituent institutions in requesting authorization to plan new degree or certification programs. These general policies are restated here.

(1) Institutional requests to plan new degree programs[16] normally will be incorporated in their annual requests for revisions of the long-range plan as described in Chapter Six. In some instances, it may be necessary or desirable to authorize planning of new degree programs at a time other than that specified in Chapter Six. In such cases, and where no new resource requirements are anticipated, authority to act on institutional requests is delegated to the Committee on Educational Planning, Policies, and Programs, acting on recommendation of the President. The Committee shall regularly report to the Board on planning authorizations that have been given. Authorization to establish a new degree program shall continue to require approval by the Board of Governors.

(2) Authority to act on institutional requests to plan and establish new degree program tracks is delegated to the President, except (a) that each such approval shall be reported to the Committee on Educational Planning, Policies, and Programs; and, (b) that, if new resources are requested by the institution to establish a new program track, approval by the Board of Governors will be required.

The Board points out that authorization to plan a new program (including planning approval for those programs enumerated in a later section of this chapter) does not in any way constitute a commitment on the part of the Board to approve the program when the planning work is completed and the program approval request is submitted. Planning authorization signifies that the Committee finds merit in the general proposition, is prepared to review a specific and detailed program proposal, and that the suggested program is consistent with the assigned educational mission of the institution. Such authorization constitutes, in effect, an invitation to the institution to document and justify in detail the proposed program. Because of the likelihood that new resources for the establishment of new programs will be quite limited, the action of the Board will be strongly influenced by the ability of the institution to accommodate all or a substantial part of the costs of the new program in its continuing budget. Where this is not possible and additional resources are required, the institution may be asked to consider reallocation of resources within its continuing budget if the new program is one for which an important educational need and substantial demand have been shown.

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[16] Any new program of study that is to be presented to the State Board of Education for approval for certification of teachers under the guidelines established by the State Board is considered a new program or a new program track.

Consistent with established practice, the President need send forward to the Committee on Educational Planning, Policies, and Programs only those requests for authorization to plan or to establish new degree programs that he recommends for approval.

b. New Programs Approved, July, 1972-July, 1977

The Board of Governors has devoted considerable time and attention to the review of new program plans, first under the interim policies defined in 1974 and subsequently under the policies set out in the long-range plan in 1976.

Table 5-6 summarizes the new programs approved by the Board of Governors at each institution, by degree level, up to the time of this revision of the long-range plan.

Table 5-6

NEW PROGRAMS APPROVED, JULY, 1972 - JULY, 1977

	Number of Programs by Level			
Institution	Bachelor's	Master's	Sixth-Year	Doctor's and 1st Prof.
ASU	7	2	-	-
ECU	4	5	2[a]	1
ECSU	3	-	-	-
FSU	2	-	-	-
NC A & T	5	1	-	-
NCCU	2	-	-	-
NCSA	1[b]	-	-	-
NCSU-R	2	4	-	1
PSU	5	-	-	-
UNC-A	1	-	-	-
UNC-CH	10	1	-	3
UNC-C	3	1	-	-
UNC-G	3	3	1[a]	-
UNC-W	1	2	-	-
WCU	3	-	1[a]	-
WSSU	5	-	-	-
Total	57	19	4	5

[a] These are Certificates of Advanced Study, but were reviewed and acted on as new programs.

[b] *This was not a new degree program as such, but the addition of instruction in radio, television, and motion pictures in all areas of performance.

A detailed listing of these programs, by institution, by discipline division, and by title, is in Table A-5-6. The group of 85 new programs, as tabulated here, includes approvals given to new programs submitted during the period prior to adoption of the long-range plan in April, 1976, as well as other new programs authorized for planning in April of 1976 and subsequently approved. The programs approved were screened from a large volume of institutional proposals, as previously noted, and they principally are in one of these categories:

(1) Programs that were developed in response to needs defined in special planning studies (as in nursing education, special education for exceptional children, medical education, or veterinary medical education);

(2) Programs in "reading education" to train needed reading specialists for the public schools;

(3) Programs intended to diversify or strengthen the curricula of the historically black institutions;

(4) Programs that capitalize on institutional strengths to offer programs not available in the State, or available only to a very limited extent (master's in education of the deaf or the doctorate in nutrition); and

(5) Programs that respond to a substantial volume of student demand and faculty interest in given institutions and required no special funds for their initiation.

Twenty-four other new programs were authorized for planning in the long-range plan of April, 1976. Requests for approval of these 24 have not been submitted by the institutions thus far, and their status has been reconsidered and is reported hereafter.

c. Institutional Proposals for New Programs in Requested Revisions of the Long-Range Plan

The long-range plan, as approved in April, 1976, contemplated that it would be subject to annual revision. In December, 1976, therefore, the President called upon each Chancellor to submit proposals for revision of the academic program plan. Four areas were to be included: (1) a status report on new programs previously authorized for planning; (2) requests for authorization to plan new degree programs; (3) requests for the termination of any existing degree program or track; and (4) requests for the establishment of new schools or colleges or for major reorganization of the present academic administrative structure.

In response, requests were received for authorization to plan 39 new undergraduate programs, 48 new master's programs, one new first professional program, 22 new doctoral programs, or a total of 110 new degree program planning requests. In addition, planning authorization was requested for 20 sixth-year certificates of advanced study. There were four recommendations for the discontinuance of existing programs: North Carolina Central University recommended the termination of the master's in public health; North Carolina State University at Raleigh recommended the termination of the B.S. in engineering science and mechanics; and The University of North Carolina at Chapel Hill recommended the termination of the master's in mental health and the doctorate in mental health.

Actions authorized with respect to the new program proposals are set out below. The recommendations for program termination are approved, and the institutional academic program plans amended accordingly.

d. Priorities for New Program Planning, 1977-82

Needs and priorities have been assessed in the review of new program proposals submitted by the institutions in their proposed revisions of the long-range plan. This review has been informed by the studies of teacher education and of the health professions. The fact that no funds are available for allocation by the Board to initiate new programs during the 1977-79 biennium has been a necessary consideration.

(1) Existing New Program Planning Authorizations Confirmed

For the following programs that have been previously authorized for planning, it appears that a need still does exist and planning authorization is thus reaffirmed. However, in planning these programs, institutions will need (1) to demonstrate that there will be no incremental costs either for beginning or subsequently maintaining the program, or (2) to identify the source or sources from which incremental costs will be met and to indicate that these sources can be maintained at least for the immediate future.

Baccalaureate Programs

Elizabeth City State University

- Special education, general
- Psychology

Fayetteville State University

- Economics
- Geography
- Special education, general

North Carolina Agricultural and Technical State University

- Reading education

North Carolina Central University

- Music history and appreciation (musicology)

The University of North Carolina at Wilmington

Special education, general

Parks and recreation management

Speech, debate, and forensic science

Master's Programs

Appalachian State University

Driver and safety education

Art education

School psychology (level II)

The University of North Carolina at Charlotte

City, community and regional planning

The University of North Carolina at Greensboro

Educational psychology

Educational media

Western Carolina University

Art

Art education

Certificates of Advanced Study (Sixth-Year Level)

East Carolina University

Biology

Music education

Doctoral Programs

The University of North Carolina at Chapel Hill

Speech pathology and audiology

(2) Planning Authorizations Withdrawn

On the basis of the findings of the review of teacher education programs and programs in the health professions, a sufficient educational need is not now perceived to exist for the following programs and planning authorization for them is therefore withdrawn:

Baccalaureate Programs

Elizabeth City State University

Medical laboratory technologies

North Carolina Agricultural and Technical State University

Junior high school education

The University of North Carolina at Greensboro

Special education, general

(3) New Program Planning Authorizations

(a) Undergraduate Education

The following baccalaureate-level degree programs are authorized for planning at the institutions designated:

Fayetteville State University

Reading education

North Carolina Agricultural and Technical State University

Computer and information sciences

Special education, general

The University of North Carolina at Asheville

Atmospheric sciences and meteorology

The University of North Carolina at Chapel Hill

Astronomy

East Asian studies

Western Carolina University

Engineering technologies

Environmental health

Winston-Salem State University

Public administration

Computer and information sciences

(b) First Professional Education

No new planning authorizations at this level are made. The feasibility of establishing a new Doctor of Pharmacy degree (Pharm. D.) at The University of North Carolina at Chapel Hill is under consideration as a part of the review and assessment of post-baccalaureate programs in the health professions.

(c) Graduate Education (Master's Level)

In Long-Range Planning, 1976-81, two priorities were defined in this area: (1) the establishment of new programs at the master's level in nursing, with emphasis upon the training of needed faculty for existing associate degree and baccalaureate programs in the State; and (2) the offering of master's-level programs for public school personnel in the eastern regions of the State not now adequately served at this level by University institutions.

During 1976-77, as noted two new master's programs in nursing have been approved and established -- at East Carolina University and at The University of North Carolina at Greensboro. As a partial response to the second need, The University of North Carolina at Wilmington was authorized to plan two new master's programs, and these have been approved beginning in 1977-78. Also a cooperative program has been offered in Fayetteville, involving East Carolina University, North Carolina Central University, and North Carolina State University at Raleigh, with support being given by Fayetteville State University. At Pembroke State University, programs have been offered through cooperative arrangements with The University of North Carolina at Charlotte. In the northeastern region of the State, six counties have come together in a cooperative venture to improve educational services in their area. With support from the Rockefeller Foundation and a variety of federal and State sources, in-service training activities for teachers and administrators have been developed in cooperation with The University to help improve the schools and communities of the region. Institutions participating include The University of North Carolina at Chapel Hill, East Carolina University, and North Carolina State University at Raleigh.

The initial problem in the Wilmington area has thus been effectively addressed for the present. In the northeastern region, a continuation of the present cooperative arrangements is the most effective means of responding at the present time. More substantial steps need to be taken in the Fayetteville-Pembroke region.

Pembroke State University has made very substantial progress in building the faculty and other resources needed to enable it to provide sound programs at the master's level for public school personnel in that region. A large part of the instruction given there during 1976-77 under the cooperative program with The University of North Carolina at Charlotte has actually been given by faculty of Pembroke State University. It is appropriate, therefore, to assign full responsibility for the development and operation of the master's-level work there to Pembroke State University. Most of the effort is directed toward in-service training of teachers in the Pembroke area. In the counties in this region only about 11 per cent of public school teachers have graduate certificates, compared with about 19 per cent who hold graduate certificates in all of the State's administrative units. Accordingly, Pembroke State University is authorized to plan master's programs in elementary education and in educational administration and supervision, principally designed to meet in-service training needs of public school personnel in that region.

Fayetteville and Cumberland County are the largest population area in North Carolina not having in the immediate region a University institution offering master's-level programs. Cooperative arrangements have made a significant contribution in past years in meeting the needs of this region, and in serving the large military community at Fort Bragg. It is clear, however, that steps need to be taken to establish a resident graduate center in Fayetteville to provide a stronger base for offering master's-level programs. The center will be at Fayetteville State University, and it will function as a cooperative activity looking toward the eventual assumption of full responsibility for graduate education at the master's level in designated areas by Fayetteville State University. The President is requested, therefore, to establish such a resident graduate center, enlisting the cooperation of Fayetteville

State University and the participation of such other institution or institutions as he may deem appropriate, and insuring the coordination of the programs at the center with the educational center at Fort Bragg. This matter is discussed in greater detail in the academic program plan for Fayetteville State University.

Additional needs for graduate programs have been identified in the last year. These are in areas where there are defined needs for persons trained at the master's level, and where the institutions proposing to plan the programs have resources and programs already in operation that are complementary.

Planning authorization is therefore given for the following programs at the master's level:

- East Carolina University
  - Reading education
- North Carolina Agricultural and Technical State University
  - Electrical engineering
  - Industrial engineering
  - Agricultural economics
- North Carolina State University at Raleigh
  - Toxicology
- Pembroke State University
  - Educational administration and supervision
  - Elementary education, general
- The University of North Carolina at Chapel Hill
  - Dental auxiliary teacher education
  - Occupational therapy (basic)

The University of North Carolina at Chapel Hill (Cont'd.)

Religion

The University of North Carolina at Charlotte

Engineering, general

The University of North Carolina at Greensboro

Special education, general

The University of North Carolina at Wilmington

Marine Biology

Western Carolina University

Home economics, general

(d) Graduate Education: Doctoral Programs

The Board of Governors authorizes no institution not currently offering doctoral programs to plan for programs at this level, except that, to support an accreditable program in medical education authorized at East Carolina University, program planning is authorized for the Ph.D. in some of the basic medical sciences.

Authorization to plan new doctoral programs will be given at the institutions now offering programs at that level only when there is compelling evidence of need.

This continued restriction pertains particularly to doctoral programs in education. The current demand for graduates with an Ed.D. or Ph.D in education is insufficient to warrant investment in new programs for the foreseeable future.

The following doctoral programs are authorized for planning:

East Carolina University

- Anatomy
- Biochemistry
- Pharmacology
- Physiology
- Microbiology

North Carolina State University at Raleigh

- Toxicology

(e) Resource Limitations

The foregoing authorizations for new program planning are made subject to the problems of resource limitations discussed earlier in this section. Planning authorization by the Board entails no implied commitment for subsequent establishment of a program, and each proposal will be carefully reviewed as to quality, need, means of financial support, and racial impact.

e. Program Discontinuations

As a result of the review of programs in the health professions and in teacher education, and on the basis of institutional initiatives, the following degree programs are to be discontinued. Discontinuation action means that no new students may be accepted into the program after the 1977-78 academic year. Students enrolled in the programs will be permitted to complete all degree requirements.

In addition to the 32 degree programs listed below that are to be discontinued, 25 degree program tracks (19 at the baccalaureate level and 6 at the graduate level) have been discontinued by action of the President, consistent with decisions of the Board of Governors.

(1) Baccalaureate-Level Discontinuations

Appalachian State University

0815 Speech correction

East Carolina University

1201 Health professions, general

Elizabeth City State University

0832 Music education

North Carolina Central University

0806 Junior and community college education

0896 Recreation education

North Carolina State University at Raleigh

0921 Engineering mechanics

0803 Secondary education, general

The University of North Carolina at Asheville

0802 Elementary education, general

0831 Art education

0834 Science education

The University of North Carolina at Chapel Hill

0808 Special education, general

0837 Health education

The University of North Carolina at Charlotte

1223 Medical laboratory technologies

The University of North Carolina at Greensboro

0815 Speech correction

The University of North Carolina at Wilmington

0832 Music education

Western Carolina University

1201 Health professions, general

(2) Master's and Intermediate (Sixth-Year) Discontinuations

Appalachian State University

0834 Science education (Master's)

East Carolina University

0829 Curriculum and instruction (Master's)

0829 Curriculum and instruction (Intermediate)

North Carolina Agricultural and Technical State University

0801 Education, general (Master's)

0827 Educational administration (Master's)

0828 Educational supervision (Master's)

0834 Science education (Master's)

North Carolina Central University

0827 Educational administration (Master's)

0828 Educational supervision (Master's)

0896 Recreation education (Master's)

1214 Public health (Master's)

The University of North Carolina at Chapel Hill

0821 Social foundations of education (Master's)

0838 Business, commerce, and distributive education (Master's)

The University of North Carolina at Chapel Hill (Cont'd.)

1294 Mental health (Master's)

2097 School psychology (Intermediate)

The University of North Carolina at Greensboro

0801 Education, general (Master's)

Western Carolina University

0893 Educational administration and supervision (Intermediate)

(3) Doctoral Discontinuations

The University of North Carolina at Chapel Hill

1294 Mental health

0802 Elementary education, general

4. Other Planning Studies

Several other special planning studies have been made during 1976-77 as a part of the long-range planning activity of the Board of Governors. They are reported in this section in summary form.

a. The State Plan for the Further Elimination of Racial Duality

A major component of the long-range plan of the Board of Governors is The Revised North Carolina State Plan for the Further Elimination of Racial Duality in Public Higher Education Systems, Phase II: 1978-1983. The general background and context of this State Plan, Phase II are described above at pages 236-239. This revision of Long-Range Planning for 1977-82 restates and affirms the obligations and commitments made by the Board of Governors in State Plan, Phase II.

State Plan, Phase II reaffirms the basic goals declared by the Board of Governors in the 1974 State Plan:

- To increase the proportion of black citizens availing themselves of higher educational opportunities in the constituent institutions of The University of North Carolina.
- To encourage further racial integration of the student populations of the constituent institutions of The University of North Carolina.
- To insure that the quality of educational opportunities available to both black and white citizens in the constituent institutions of The University of North Carolina is equally high.

Consistent with these basic goals, State Plan, Phase II declares and elaborates these objectives:

(1) The University will work to increase the enrollment of black students.

(2) The University will seek to increase the enrollment of black students at traditionally white constituent institutions and of white students at traditionally black constituent institutions.

(3) The University will seek to increase the successful undergraduate matriculation of black students.

(4) The University will continue its efforts to expand graduate and professional educational opportunities for black citizens.

(5) The University will continue its efforts to increase the attractiveness of all institutions to students of all races by increasing the multiraciality of their faculties, staffs, and boards of trustees.

With specific reference to resources needs directly related to the attainment of these objectives, for the biennium 1977-79, the Board of Governors will:

(1) Seek those funds necessary to carry out the policy of establishing parity in State funding of teaching positions among general baccalaureate and comprehensive universities;

(2) Seek funds in the amount of $200,000 for paid doctoral study leaves during the 1978-79 academic year;

(3) Continue efforts to fund remedial education programs at the level stated in the Budget Request for 1978-79;[17] and

(4) Conduct a special study in 1977-78 to identify any deficiencies in physical plants and physical plant maintenance programs in the traditionally black institutions.[17]

b. Remedial Education in The University of North Carolina

In June of 1976 the Board of Governors adopted a special report entitled A Comparative Study of the Five Historically Black Constituent Institutions of The University of North Carolina. The study was made in fulfillment of a commitment made by the Board in its 1974 State Plan for the Further Elimination of Racial Duality.

A first step in the preparation of the Comparative Study was a self-study by each of the five traditionally black institutions. In each instance, these five institutions emphasized, as a part of their mission, the need to offer remedial instruction to serve the large numbers of students they enroll whom they judged to be inadequately prepared for work at the college level. The Comparative Study noted that remedial programs were distinctive to the traditionally black institutions, but certainly not unique to them; and it also recognized that there was only limited information about the scope and scale of remedial programs in any of the institutions or about the effectiveness of such programs. The Board of Governors thereupon asked the President to make a special study of remedial education programs, and, in anticipation of the needs that such a study would identify, included in its Budget Request for 1977-79 a request for appropriations to support remedial activities.

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[17] See below for further discussion of remedial education.

The study of remedial education was contracted to the Research Triangle Institute's Center for Educational Research and Evaluation. The study was completed in June, 1977, and its findings were reported in a document entitled Remedial Educational Activities of The University of North Carolina: 1976.

For purposes of making the study, remedial instruction was defined as

> . . . those instructional or other special activities intended by each institution to give students the basic knowledge and skills needed in preparation for formal academic course work leading to a college degree. These activities, courses, or programs, generally designed especially for students judged by the institution to be inadequately prepared, may be offered for credit or not; may be required or voluntary activity; may be taken prior to or concurrently with regular academic work. They shall be restricted to coursework in . . . . the basic tool subjects -- reading, writing, mathematics, oral expression, methods of effective study, etc.
>
> Special remedial programs shall also include other activities specifically designed to assist inadequately prepared students such as the federally supported Special Services Programs, counseling programs directed toward the improvement of academic skills, tutoring programs, etc. Programs designed to improve the personal or social adjustment of students, unless . . . [related to] a remedial program concerned with academic preparation or tool subjects, shall be excluded.[18]

The study found that the nature and extent of remedial programs varied widely among the 15 constituent institutions studied, but that certain patterns emerged around which institutions could be categorized, viz.:

(1) Institutions with "pervasive, coordinated, integrated and accepted programs" (Appalachian State University, East Carolina University,

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[18] Research Triangle Institute, Remedial Educational Activities of The University of North Carolina: 1976 (Research Triangle Park: Research Triangle, June 1977), pp. 1-4.

Pembroke State University, North Carolina Central University, Western Carolina University, and Winston-Salem State University);

(2) Institutions with a "significant number of remedial efforts of various origin" in particular subject areas (North Carolina Agricultural and Technical State University and North Carolina State University at Raleigh);

(3) Institutions with "occasional or sporadic remedial activity" (The University of North Carolina at Asheville, The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, The University of North Carolina at Greensboro, and The University of North Carolina at Wilmington); and

(4) Institutions "dependent on general core curricula" for remedial activity (Elizabeth City State University and Fayetteville State University).

By way of general summary, the study observed that

> . . . The University, in the sense of meeting the needs of the population it serves, has through the teaching faculty at most of the institutions exhibited concern about student underpreparedness, and has attempted to provide a fair chance to those students needing special attention. . . .
>
> . . .
>
> The separate institutions present different philosophies of remediation. Some recognize special groups of high risk students; others offer remedial support where a particular department finds a significant number of its first-course students inadequately prepared. Still others attempt, through all courses, to be sensitive to student underpreparedness where it appears. Yet, most of the specific activity directors feel that larger numbers of students than they accommodate could profit from their services.
>
> Two areas of concern, toward the improvement of these activities, have to do with selection methods and with the empirical evaluation of the impact of the activities on students. In many cases, selection is more tuned to identifying the high-risk student in general rather than to diagnosing his specific deficiencies toward their treatment. And, although there are

> in some instances regular tracking of student progress after remediation, there is little hard data to attest that the efforts have been successful. Considering their importance and their cost, as well as the utility of empirical validation toward activity improvement, more could usefully be done in this area.[19]

The General Administration is working now with the institutions to assist in compiling data and developing measures for evaluation of the effectiveness of these programs. From funds appropriated by the General Assembly in 1977, the Board of Governors allocated $552,500 to support remedial instruction. All but $52,500 was allocated to the five traditionally black institutions, reflecting the fact that the problem of remediation is not peculiar to these institutions but that it is especially acute and broad in scope for each of them.

As previously pointed out, the Board is committed to seek additional funding for the support of remedial instruction in 1978-79. The Board considers this responsibility to be essential for the present, but that the responsibility, on the part of The University of North Carolina, is one that should be divested as soon as practicable so far as extensive programs involving large numbers of students are concerned.

c. Vocational Education

Occupational education comprises an important aspect of North Carolina's public education programs. It is also an important component of federal policy. A "Vocational Education State Plan for 1978-1982" has been recently prepared, under the direction of the State Board of Education. This plan was prepared to comply with guidelines for federal funding and relates chiefly to the allocation of federal funds to educational agencies within the State. A more detailed and comprehensive plan for vocational education will be written under the direction of the State Board of Education during 1978.

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[19] *Ibid.*, Chapter 17, pp. 20-21.

In the "Vocational Education State Plan," the State Board of Education notes the necessity for University contributions to an effective program of occupational education. In particular, it is pointed out that University institutions have major responsibilities in providing needed programs in such areas as health occupations and in the teaching of the disadvantaged and handicapped, and in preparing -- through pre-service and in-service programs -- teachers, counsellors, supervisors, and other school personnel.

As planning in this area proceeds, the Board of Governors will continue to cooperate with and seek the advice of the State Board of Education in determining how University contributions can most effectively be made.

d. Educational and Administrative Computing Resources and Needs

The computer has come to occupy a place in higher education institutions which may be compared, in many ways, with the place of the library. It has become a basic and indispensable resource in assuring effectiveness in instructional programs. Instructional use of the computer includes not only computer science curricula (which are quite limited in extent), but also the utilization of the computer as a tool for experimentation, calculation, and demonstration in a variety of disciplines. This dependence on computer resources and technology is particularly important in all of the mathematical and physical sciences, the medical and biological sciences, business and management, and many of the social sciences. A knowledge of computer technology and of its applications to these disciplines has become a necessary component in students' programs of study. An illustration of this is the trend in doctoral studies in many fields to permit -- or encourage -- the student to substitute a competency in computer applications for a foreign language competency.

North Carolina has been a pioneer state in the development of and utilization of computer-based curricular materials and in the innovative adaptation of these materials in the classroom and the laboratory. The principal base for this development has been The Triangle Universities Computation Center (TUCC) and the North Carolina Educational Computing Service (NCECS), an agency of The University's General Administration.

Many of the constituent institutions operate their own computers for reasons associated with institutional size, purpose, historical development, and special requirements associated with their scale of operations. These computer resources range from small mini-computers used in a variety of applications, to medium-scale systems used exclusively for local administrative and academic purposes, to local regional networks providing institutional administrative and academic supporting services and data processing services to other educational and service agencies and institutions. Most institutions currently employ a combination of local equipment and telecommunications access to TUCC through NCECS to meet their requirements, both academic and administrative.

Present computing activities across The University are thus complex, broad in scope, and represent a high level of investment. This level of investment is growing and the composition of applied costs in this area is changing. Hardware costs are becoming more economical in capacity per unit of expenditure, but costs for software and for support personnel are becoming more significant budget items. At the same time these activities are integral not only to instruction, but also as the previous discussion has indicated, to research and to administration. Many research projects are completely dependent upon the speed and accuracy of computer technology for instrumentation, complex analysis, and simulation. University administrators must use the computer for the storage of basic information on finance, staff, students, courses, and facilities.

An objective set by the Board of Governors in Long-Range Planning, 1976-81 is to conduct, maintain, and implement a long-range plan for the development of computing capacity within The University. This objective is endorsed by the Department of Administration. The plan will be comprehensive in scope, addressing future needs for both academic computing and administrative computing. Because technology in computing delivery systems is rapidly changing, there is a need to evaluate hardware, personnel, networking, interinstitutional exchange of expertise and software, and all other pertinent factors in the planning process.

This planning process was begun formally in October, 1977. All of the constituent institutions will be involved in and kept informed about the plan as it evolves. The plan will be developed in recognition of the fact that there are already significant computing capabilities in place and functioning. In large measure, the plan will serve as a guide and reference to assist in future decisions about computing needs and their specific priorities. The objective is to have the basic elements of this plan completed in time for presentation to the Board of Governors in the next revision cycle of the long-range plan.

e. Extension and Public Service

During 1976-77 a study of the extension and public service functions of The University was conducted as a part of The University's long-range planning. The first component of this study, degree credit extension instruction, is reported in the next section of this chapter. The study of public service activities is reported at length in Part Three of this chapter.

E. Degree Credit Extension Instruction

The University's mission includes serving the educational needs of citizens not in the traditional college age group. That part of its mission is, in fact, assuming increasing importance. Response to the educational needs of this non-traditional college age group must often be made through the means of degree credit extension instruction.

There has been a clear increase in recent years in interest and participation in higher education on the part of persons not of traditional college age. This increase is linked both to the increasing numbers of adults between 25 and 44 -- the ages when interest in further formal education appears to be greatest among the adult population -- and to the economic and other social changes in the American society which tend to require additional formal education for individuals to qualify for certain jobs and to be able to qualify for many forms of career advancement. National statistics show enrollment increases in continuing education, evening colleges, adult programs, and other higher education programs aimed at the adult population.[20] Studies which focus only on the educational needs of traditional college age students can no longer provide the necessary data for comprehensive planning. The University, therefore, has conducted a comprehensive review of degree credit extension instruction for 1976-77 as a basis for such planning.

Degree credit extension instruction is instruction that leads to earned credit toward a degree offered by the sponsoring institution but which is offered outside the regular session, on-campus program (and outside the summer session). Such instruction is primarily, but not exclusively, directed to persons otherwise unable to take advantage of traditional, on-campus instruction. Degree credit extension instruction is considered a part of the "teaching" activity of the institution, but it is distinguished from regular term instruction and summer term instruction and is financed in a different manner.

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[20] National Advisory Council on Extension and Continuing Education, Equity of Access: Continuing Education and the Part-time Student (10th Annual Report) (Washington, 1976).

Some degree credit instruction is offered in field-based degree or certificate programs designed to provide a program of study extending over a period of one or more semesters at a particular location off-campus, where persons enrolled may complete requirements for a degree or certificate; some is offered through individual degree credit extension courses.

1. Contributions of Degree Credit Extension Instruction

The chief contribution made by The University through degree credit instruction is to the North Carolina public school and community college systems. About 60 per cent of field-based degree credit programs and some 40 per cent of individual credit courses were offered to teachers and other professional school personnel who were enrolled for the purpose of gaining a higher certificate or renewing the certificate they already held in the North Carolina public schools, or otherwise for improving their qualifications to teach in the State's community colleges and technical institutes.

The regulations of the Southern Association of Colleges and Schools require that a certain proportion of the teachers in a secondary school have the master's degree, or be following a program of study leading to the master's degree. The general requirement of the accrediting body for all teachers is that they earn six semester hours of additional graduate credit each five years until they have earned a total of 30 hours.

In addition to these certificate requirements, some particularly urgent in-service requirements of North Carolina public elementary and secondary education are being met by off-campus degree credit extension instruction. Eight of the field-based programs in 1976-77 were for certification in reading education and 12 of the individual courses offered that year were directed toward the improvement of reading instruction in the public schools. The need for additional preparation in the health professions was addressed in five field-based programs and in 39 individual courses offered across the State.

Other groups and professions were also served. There are approximately 40 professional or other occupational groups that now have specified continuing education requirements for certification purposes or renewal of licensure. Registration for academic credit thus does not necessarily mean that an individual intends at that time to continue until the requirements for a degree have been met. For teachers and other groups, however, off-campus instruction meets an increasingly important educational need. As pointed out in the review of teacher education programs made by the Board of Governors in 1976-77, the prospect is that an increasing proportion of the teacher education effort of the institutions in the future will be for in-service training. This will necessarily mean that the persons being served are restricted in their freedom of movement by their full-time employment, family obligations, and other considerations. In other words, a significant part of these in-service programs for public school personnel, and for other groups, needs to be met by off-campus degree credit extension instruction, whether through field-based programs or through individual course offerings.

2. The Scope of Off-Campus Degree Credit Instruction

During 1976-77 there were over 76,000 individual registrations in degree credit instruction offered by 12 of the 16 constituent institutions of The University. (The four institutions not offering such instruction were Elizabeth City State University, The University of North Carolina at Asheville, Winston-Salem State University, and the North Carolina School of the Arts).

This instruction, as noted above, was made available through field-based degree credit extension programs and through individual degree credit extension courses.

a. Field-Based Degree Credit Extension Programs

Field-based programs are typically offered under three kinds of arrangements:

(1) Educational Centers at military installations, as at Fort Bragg, Camp LeJeune, and Cherry Point Marine Air Station;

(2) Contractual Arrangements, in which an institution contracts with some other agency to offer courses at a particular site, as in the arrangements whereby some University institutions offer general education courses on the campuses of technical institutes; and

(3) Clusters, where an institution arranges to offer in a given location the required sequence of courses for a particular degree or certificate over a sustained period of two or more semesters.

Eight of the twelve institutions which offered off-campus degree credit instruction offered field-based programs. Eighty-six such programs were offered in 1976-77. Fifty-eight of these programs were of the cluster type, 25 were at educational centers, and three were given in some other form of graduate extension. Three of the eight institutions -- North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and Western Carolina University -- offered no field-based programs at the undergraduate level during that year.

From data compiled relative to individual course registrations in field-based programs, it is estimated that more than 3,000 FTE students (unduplicated) were served by these programs during 1976-77. Approximately two-thirds of these were undergraduates, enrolled principally in degree programs in educational centers at military bases, and approximately 1,000 were graduate students enrolled in clusters and in military centers.

Table 5-7 shows the distribution of field-based programs offered in 1976-77, by degree level, discipline division, mode of offering, and sponsoring institution.

(1) Graduate Field-Based Programs

Of the 51 field-based programs at the graduate level, 16 were offered by Appalachian State University, 12 by The University of North Carolina at Charlotte, nine by East Carolina University, and eight by The University of North Carolina at Chapel Hill. Three were offered by North Carolina State University at Raleigh, two by Western Carolina University, and one by North Carolina Central University. (See Table 5-7.) All of these were at the master's level, except that two

Table 5-7

FIELD-BASED PROGRAMS, 1976-1977

Discipline Division	ASU UG	ASU G	ECU UG	ECU G	FSU UG	NCCU UG	NCCU G	NCSU G	UNC-CH G	UNC-C UG	UNC-C G	WCU G	Total No. of Programs UG	Total No. of Programs G
Biological Sciences					EC(1)								1	
Business and Management		C(1)			EC(1)								1	1
Education	C(15)	C(11)		EC(3) O(2)	EC(1)		EC(1)	EC(1)		C(1)	C(12)	C(1) O(1)	17	32
Engineering								C(1)						1
Foreign Languages					EC(1)								1	
Health Professions	C(1)					C(1)			C(3)				2	3
Letters					EC(1)								1	
Mathematics					EC(1)								1	
Physical Sciences					EC(1)								1	
Psychology		C(1)			EC(1)								1	1
Public Affairs and Services			C(1)	EC(3)					C(5)				1	8
Social Sciences		C(3)	EC(2)	EC(1)	EC(6)			C(1)					8	5
TOTALS	16	16	3	9	14	1	1	3	8	1	12	2	35	51
GRAND TOTAL	32		12		14	2		3	8	13		2	86	

EC - Educational Center
C - Cluster
O - Other
} Types of Field-Based Programs
UG - Undergraduate
G - Graduate
Figures in parentheses represent the number of programs.

programs offered by Appalachian State University were at the sixth-year level.

Thirty-two programs were in the discipline divison of education. Eight programs were in public affairs and services, five in social sciences, three in the health professions, and one each in business and management, engineering, and psychology. Five of the programs in the discipline division of public affairs and services were master's programs in social work offered at different locations by The University of North Carolina at Chapel Hill. The University of North Carolina at Chapel Hill offered all of the three programs in the health professions.

(2) Undergraduate Field-Based Programs

There were 35 undergraduate field-based programs offered by four institutions: Appalachian State University (16), East Carolina University (3), Fayetteville State University (14), and one each by North Carolina Central University and The University of North Carolina at Charlotte. Seventeen of the 35 programs were in the discipline division of education, and the others were distributed among 10 other discipline divisions.

As indicated, the larger part of this instruction is offered in the educational centers at military installations. Fayetteville State University operates such an educational center at Fort Bragg, and East Carolina University operates centers at Camp LeJeune and Cherry Point. Programs are offered in the discipline divisions of the social sciences, business and management, mathematics, psychology, letters, and education.

b. Individual Degree Credit Extension Courses

A more frequent form of off-campus degree credit instruction is the offering of an individual course by a given institution in which students enrolled may earn credit toward a degree. These individual courses may be given in response to needs of a particular public agency, a public school, or a private organization.

There were 321 individual graduate courses offered off-campus by nine constituent institutions of The University during the regular and summer sessions in 1976-77, and 414 undergraduate courses were offered during that same period. Nearly 80 per cent of graduate courses were in education, but education only accounted for 16 per cent of the undergraduate courses. Many of the offerings at the undergraduate level were given through contractual arrangements with technical institutes to provide general education courses on their campuses to prepare their students for college transfer. The University of North Carolina at Wilmington, for example, offered the greatest number of undergraduate individual degree credit extension courses, all by arrangement with three nearby technical institutes.

c. Campus-Based Degree Credit Extension Instruction

Degree credit extension instruction is also offered on campuses. While given on the campus, they generally serve a particular clientele group and are typically administered by the extension division, or continuing education division, of the sponsoring institution.

d. Correspondence Courses

At the undergraduate level, a considerable volume of off-campus courses for degree credit are given through correspondence instruction. Correspondence instruction is offered by a consortium of five constituent institutions through a correspondence center in the Extension Division of The University of North Carolina at Chapel Hill. There were 116 undergraduate courses offered in that mode by The University of North Carolina at Chapel Hill during 1976-77. North Carolina State University at Raleigh offered 45 courses; Appalachian State University, one course; and The University of North Carolina at Greensboro, one course. East Carolina University also offers courses by correspondence through the consortium.

3. Financing Degree Credit Extension Instruction

Although there is generally no distinction with respect to the value of the academic credit awarded to the student for regular session on-campus instruction and for the same instruction offered by extension, there is an important distinction in the State's practice regarding the support of the two types of instruction. The regular session on-campus student is included in the count of "regular session" students which provides the principal basis for requesting and receiving financial support from the State's General Fund. Students enrolled in these degree credit extension instructional offerings are not included in the count of "regular session" students for whom the institutions receive State-appropriated support. The present policy of the State is that appropriated funds are provided for basic, continuing administrative support of extension activities, while the general instructional costs of degree credit instruction are met from student fees. Only in a few instances have exceptions to this policy of receipts support been authorized.

4. Policies and Objectives

a. The Need for Greater Access to Master's Programs

The Board of Governors recognizes the need to extend access to the educational programs of the constituent institutions through off-campus degree credit extension instruction, if the educational needs of many citizens are to be met. This need is particularly important in offering programs and courses at the master's level to in-service teachers and other groups. Generally, the unmet need for off-campus instruction at the undergraduate level is not significant, given the wide geographical distribution across the State of University institutions, community colleges, and private colleges and universities. Except for educational centers at military installations, or for some selected degree programs not commonly offered, no major problem of geographical access exists at this level that is comparable to the problem at the master's level.

b. Maintenance of Quality

Not only is careful planning required to avoid costly and unnecessary duplication but continuous attention must be given to maintaining acceptable standards of quality in responding to this important educational need.

It is the policy of the Board that institutions offering master's-level courses and programs in off-campus settings seek at all times to insure that standards of quality for these courses and programs be the same as those maintained in regular on-campus instruction. To that end, the Board of Governors endorses the Policy Statement issued in June, 1977, by the Council of Graduate Schools in the United States. For constituent institutions considering or providing off-campus master's courses or programs, the Board notes particularly item 7 of that Policy Statement:

> Further, an institution proposing to offer such external programs of study has the responsibility to demonstrate successfully to the appropriate agencies that the programs are essentially equivalent in quality to comparable graduate programs offered on the home campus, especially with respect to:
>
> a. the selection, oversight, evaluation, and compensation (both immediate and in terms of career opportunities) of faculty members in the program
>
> b. procedures for the approval of courses and degree programs
>
> c. the stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, and the intensity and duration of the effort required
>
> d. the admission of students, their guidance and counselling, and the evaluation of their performance in courses and programs
>
> e. the support offered by library, classroom, laboratory, and other resources
>
> f. the detailed as well as general responsibility for the quality of the program accepted by the appropriate academic and administrative units of the home campus
>
> g. the keeping of student records with respect to admissions, academic performance, etc.[21]

Because field-based programs are, as noted, essentially receipts-supported, continuity of effort and the assurance of the availability of faculty, library, and of supporting resources necessary for maintaining qualitative standards is often difficult. It is axiomatic that a degree earned in a field-based program should conform to the same standards of quality as the equivalent degree earned in the regular on-campus program. By the nature of the case, this may present problems. Some residence requirement, or assured access to libraries, computers, or other resources on the campus of the supporting institution or an affiliated institution, will normally be essential.

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[21] Non-Residential Graduate Degree Programs: A Policy Statement (Washington: The Council of Graduate Schools in the United States, June, 1977), p. 3.

The Board recognizes that to meet acceptable standards, and to be responsive to identifiable educational needs, the institutions require increases in the level of appropriations support for their graduate-level degree credit extension instruction. This need will be addressed in the preparation of the Board's budget request for 1979-1981. The alternatives to increased appropriations may be a curtailment of needed activities or significantly higher charges to the students being served. Neither alternative is desirable.

The question of standards must be considered in another context. Some institutions in other states have established forms of "field-based" degree programs that have been carried into many states, including North Carolina. In some instances the institutions have been accredited, but sometimes they are not. This is a matter of national importance, and it has drawn the interest and concern of the national higher education community.

The Council on Postsecondary Accreditation (COPA), in concert with the regional accrediting agencies, has recently given careful attention to this issue. In a memorandum of agreement developed by the executive secretaries of the regional accrediting commissions, in the spring of 1977, it was determined that "off-campus educational activities initiated subsequent to the most recent [institutional] evaluation are not automatically included in the institution's accreditation." Accordingly, institutions are asked to give advance notice of the intent to establish off-campus programs, and these are subject to review by the accrediting body. Further, an institution accredited by one regional agency cannot automatically transport its accreditation into another region in establishing a field-based program. Separate accreditation by the regional agency in the region in which the program is offered is to be sought.[22]

This matter has also been one of direct concern to the Board of Governors under its licensing authority. The Board has determined that an institution from out-of-state which wishes to offer field-based programs in North Carolina must be licensed to do so, for each such program. Further, the Board has directed that no recognition will be given by any constituent institution to a degree earned by any faculty or staff member if that institution is subject to the Board's licensing authority but has not been so licensed.

c. Procedures for Planning

(1) Prior to taking steps to initiate any field-based degree program, an institution shall submit a program proposal to the President for approval. Authorization for such programs as are approved shall be maintained in a separate degree program inventory.

(2) Prior to offering individual course or courses off-campus, an institution shall ascertain whether comparable program offerings are being made available in that region by any other constituent institution of The University. A complete report on all courses

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[22] "Memorandum of Agreement on Accreditation and Off-Campus Educational Activities," in Proceedings, Southern Association of Colleges and Schools, May, 1977, p. 5.

offered for degree credit off-campus shall be annually provided to the President by each institution.

These special procedures shall not be applicable for the educational centers at military installations. Institutions authorized to operate these centers may offer through the centers any course approved for on-campus instruction.

No off-campus extension degree credit instruction shall be offered outside of North Carolina by any institution except by express authorization of the President.

These procedures will insure a more efficient use of resources in off-campus instruction by preventing an unnecessary duplication of effort. They will also insure that the necessary data are maintained about these activities to assist the Board of Governors in defining educational objectives and priorities and in seeking higher levels of funding to meet defined educational needs.

PART II

RESEARCH

A. Introduction

Research is closely related to the instructional program of The University. Instruction characterizes the responsibility of The University to communicate existing knowledge to successive generations of students. Research characterizes the responsibilities of The University for the development and advancement of knowledge. Teaching and research are thus complementary, not competitive. Each is stimulated and strengthened by the other.

North Carolina's agricultural, industrial, and urban life is based on modern science and technology and as such it depends heavily on dedicated, imaginative, and effective research to maintain its momentum. A large proportion of the publicly-supported research that sustains the State's economic and social health is performed at the member institutions of The University of North Carolina that are designated as "major research universities." The complementary and mutually strengthening effects of having outstanding research programs so closely related to strong graduate instruction programs makes for greater effectiveness and efficiency in both areas.

This section of the long-range plan will briefly describe the scope of research activity in The University, the types of research and the means through which research activity is organized and supported, the importance of research in The University's contribution to the State and to the nation, and the planning objectives of the Board of Governors to strengthen and promote research. It will not undertake to lay out plans for specific topical areas of research nor to indicate allocation of resources beyond the existing authorized programs.

B. Definitions

1. General

Research is critical investigation or experimentation designed to discover new facts and their correct interpretation, to test and revise accepted conclusions, theories, or laws in the light of newly discovered facts, or to make practical application of new knowledge or revised conclusions. Within the university setting, research has been succinctly defined as all those activities whose purposes are the "creation of new knowledge, the reorganization of knowledge, and the application of knowledge."[23]

Two kinds of activity are differentiated: Basic research is original investigation for the advancement of knowlege. Applied research is directed toward the practical applications of knowledge. Both kinds of research are conducted in The University.

Basic research conducted by university scholars and scientists is a national asset of enormous significance, as demonstrated in the findings of some recent national studies. The National Science Board in 1974 sponsored a study designed to ascertain what contributions basic research carried out in universities had made in terms of industrial and other applications. There were 179 major technological advances identified between 1950 and 1973 by the Board, and references to scientific papers cited in the pertinent patents were then examined. University research was found to be of growing importance. In the first half of that 24-year period, 28 per cent of the citations were to university-based research, while in the second half of that period these increased to 54 per cent. Citations of industrial research declined substantially.[24]

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[23] The definition is from the widely used "Program Classification Structure" (PCS) developed by the National Center for Higher Education Management Systems (NCHEMS).

All research is, in one sense, a highly individualistic endeavor, characteristic of the constant testing and exchange of ideas that are always in progress in a vigorous and active university community. As knowledge has expanded rapidly in recent years, especially in the sciences, new forms and methods of organization have developed to facilitate cooperative research activity that is often multidisciplinary in nature and better supported by special administrative structures. In terms of special administrative arrangements, budgeting, and sponsorship, two types of research activities exist in The University: "departmental research" and "organized research."

2. Departmental Research

"Departmental research," as indicated in the budget purpose designation "Instruction and Departmental Research," is carried on by faculty members as a part of their regular professional pursuits and is very closely tied to their role as teachers and as scholars. Individual research activity is highly structured and focused, as in a particular project that leads to the publication of its findings in a scholarly book or article or in the presentation of a paper to a learned society. Sometimes the individual researcher is supported in whole or in part by a grant from a foundation or other outside agency, particularly when the research is unique or related to a specific mission and requires access to data or other resources not available in the institution.

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[24] Science Indicators 1974. Report of the National Science Board (Washington: 1975).

The close relationship of departmental research to instruction is apparent in much of graduate education. This is especially the case in doctoral-level education, where a major part of the degree requirement is the learning of methods of inquiry and the completion of a substantial research project leading to the preparation and defense of a dissertation. The direction and guidance of such research projects is a major instructional responsibility of members of the graduate faculty.

3. Organized Research

"Organized research" consists of those research activities that are budgeted separately from "Instruction and Departmental Research." It may be conducted through academic departments or through institutes and centers established to facilitate research. Generally, organized research is "sponsored research" in that it is financed by grants from or contractual agreements with agencies external to The University.

Most organized research activity is supported, or "sponsored," by federal agencies, by agencies of the State government, by foundations, or by other private sources. For fiscal 1977-78, State appropriations for organized research, excluding the Agricultural Experiment Station which is in a separate budget code, are approximately $5 million. These funds provide a level of basic support for some research centers and institutes.

Organized research in The University is centered at the doctoral institutions and primarily at the two major research universities -- The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh. The University of North Carolina at Chapel Hill received approximately $39 million in sponsored program funds through research and training contracts and grants in 1976-77, principally from federal agencies. North Carolina State University at Raleigh received more than $10 million in sponsored program funds, also largely from federal agencies, exclusive of the large volume of federal and State support provided for the Agricultural Experiment Station and related cooperative programs.

These two institutions, and Duke University, are major national centers of research. Other constituent institutions of The University have developed significant research capabilities in selected areas, as illustrated by activities at The University of North Carolina at Greensboro, North Carolina Agricultural and Technical State University, and The University of North Carolina at Wilmington. Research capabilities are being developed in the biomedical sciences at East Carolina University in conjunction with the School of Medicine.

"Sponsored research," which constitutes most organized research activity and accounts for most research expenditures, extends across many subject-matter areas, but it is largely centered in the sciences. Research grants and contracts differ greatly in scope, magnitude, and duration.

Large numbers of grants and contracts are awarded to the constituent institutions on behalf of individual faculty members who are associated with an academic department or with research institutes, or with both, for investigations directed toward a specific topic. The investigator must apply through the institution for support from the potential sponsoring agency. If the research proposal is accepted by the sponsor, it typically provides funds for such purposes as the purchase of supplies and special equipment, for travel necessary to the project, for computer time, for the hiring of research assistants and technicians, and for payment of the faculty member's salary in proportion to the commitment of his time to the project. Individual projects of this nature are likely to be of brief duration -- usually for one, two or three years. Progress reports are submitted at regular intervals to the sponsoring agency and then a final report of findings and results is made. The findings are usually published. Increasingly, research organizations are expanding their capacity to implement the results of research by going beyond the publication of results to an active field trial and technical assistance phase. This offers opportunities for training and public service as well as new sources of research ideas. A successful project is likely to open other areas of investigation, and a renewal of the grant or contract may be awarded or a new proposal developed.

Other sponsored research activities will involve many investigators from several academic units and disciplines. In this type of activity, the contract or grant supports a multiplicity of research projects directed toward investigation of some common set of problems. The scope of the activity may be so extensive in subject matter, in the involvement of many disciplines, and in the specialized facilities and equipment it requires, that a separate center or institute may be established to provide needed administrative and coordinating mechanisms.

All sponsored research proposals are subject to prior review by the research administration office and other appropriate administrative units at the institution to see that technical and budgetary aspects are in order and that University policies are followed. The proposals are then sent to the prospective sponsoring agency where it is substantively assessed, with the participation of knowledgeable persons in the particular field or fields of study concerned. A major, long-term project proposal usually involves a site visit by a team selected by the prospective sponsoring agency to determine the capacity and commitment of the institution to the undertaking.

The sponsoring agency is charged by the institution for indirect costs associated with sponsored research projects, so that appropriate administrative expenses are borne by the grantee or contractor. These overhead receipts provide the funds that support research and contract administration offices at the institution.

Organized research activity of this nature is particularly important to doctoral and other advanced professional training. Such projects are beneficial, therefore, not only because of the knowledge contributed by the research but also because of the opportunities they provide for the training of a new generation of scholars.

C. Research Institutes and Centers

Institutes and centers through which many of the organized research programs of The University are conducted are both intra-institutional and inter-institutional in their organization and administrative structure. The inter-institutional institutes are primarily problem-oriented in mission. They are multi-disciplinary in nature, involving faculty and other academic staff from two or more institutions working independently but in a coordinated manner in common problem areas. These inter-institutional institutes and the cooperating institutions currently established are:

Agricultural Experiment Station

North Carolina Agricultural & Technical State University
North Carolina State University at Raleigh
The University of North Carolina at Greensboro

Environmental Studies Council

North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill

Highlands Biological Station

Duke University
North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill
Wake Forest University
Western Carolina University

Highway Safety Research Center

North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill

Institute of Nutrition

North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill
The University of North Carolina at Greensboro

Marine Sciences Council

East Carolina University
North Carolina State University at Raleigh

Marine Sciences Council (Cont'd.)

The University of North Carolina at Chapel Hill
The University of North Carolina at Wilmington

Triangle Universities Consortium on Air Pollution

Duke University
North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill

Triangle Universities Nuclear Laboratory

Duke University
North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill

Urban Studies Council

North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill
The University of North Carolina at Charlotte

Water Resources Research Institute

East Carolina University
North Carolina State University at Raleigh
The University of North Carolina at Chapel Hill
The University of North Carolina at Wilmington

Twelve of the constituent institutions maintain intra-institutional research institutes and centers of varying size and scope. These also tend to be problem-oriented and multi-disciplinary in their research programs, and some of them have other functions in addition to research. The institutional centers and institutes are:

Appalachian State University

Appalachian Regional Bureau of Government
Bureau of Business and Economic Research
Center for Environmental Education Studies
Center for Instructional Development
Communication Arts Learning Laboratory
Human Performance Laboratory

East Carolina University

Institute for Coastal and Marine Resources
Regional Development Institute

North Carolina Agricultural and Technical State University

Center for Manpower Research and Training
Institute for Research in Human Resources
Rockwell Solid State Electronics Laboratory
Transportation Institute

North Carolina Central University

Institute on Desegregation
Center for International Studies

North Carolina State University at Raleigh

Center for Acoustical Studies
Center for Economic Studies
Center for Marine and Coastal Studies
Center for Occupational Education
Center for Rural Resource Development
Center for Urban Affairs and Community Services
Engineering Design Center
Engineering Research Services Division
Furniture Research and Development Applications Institute
Institute of Statistics
Minerals Research Laboratory
Pesticide Residue Research Laboratory
Reproductive Physiology Research Laboratory
Southeastern Plant Environment Laboratories

Pembroke State University

Center for Native American Studies

The University of North Carolina at Asheville

Center for Economic Education
Southern Highland Research Center

The University of North Carolina at Chapel Hill

Biological Sciences Research Center
Cancer Research Center
Carolina Population Center
Center for Alcohol Studies
Center for Research in Pharmacology and Toxicology
Center for Urban and Regional Studies
Dental Research Center
Frank Porter Graham Child Development Center
Health Services Research Center
Institute for Applied Business and Economic Research
Institute for Environmental Studies
Institute of Government

The University of North Carolina at Chapel Hill (Cont'd.)

Institute of Hearing and Speech Sciences
Institute for Investment Research
Institute of Latin American Studies
Institute of Marine Sciences
Institute of Outdoor Drama
Institute for Research in Social Science
Institute of Statistics
Laboratories for Reproductive Biology
Materials Research Center
Research Laboratories of Anthropology
Social Research Section, Division of Health Affairs
Southeastern Black Press Institute
L. L. Thurstone Psychometric Laboratory

The University of North Carolina at Charlotte

Institute for Urban Studies and Community Service

The University of North Carolina at Greensboro

Center for Applied Research in Business and Economics
Center for Home Economics Research

The University of North Carolina at Wilmington

Institute of Marine Biomedical Research
Marine Science Center

Western Carolina University

Center for Improving Mountain Living

Most organized research, as reflected in the titles of the various institutes and centers, is in the sciences. In terms of federal and other funding sources, organized research -- whether based in institutes and centers or in academic departments -- is concentrated in the scientific disciplines, reflecting national priorities and funding patterns. The life sciences are the largest single component, receiving over 50 per cent of total federal research and development obligations annually and accounting for approximately that same proportion of organized research expenditures in The University. Energy research is now rapidly emerging as an area of major federal support.

There is ample precedent for inter-institutional research undertakings which join the strengths of two or more institutions in common research endeavors, both short-term and continuing in nature. The University of North Carolina at Chapel Hill and North Carolina State University at Raleigh offer several examples of such cooperation in scientific and technological fields.

New possibilities for inter-institutional research programs that can bring significant benefits to North Carolina and to the Nation are being developed through the recent formation of the Triangle Universities Center for Advanced Study. This cooperative venture was initiated by a gift from the Research Triangle Foundation to a non-profit corporation formed by Duke University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill. This new Center provides a means through which the strengths and resources of several institutions can be marshalled to make more effective research contributions. This potential is demonstrated by the decision of a national group to select the Triangle Park as the site of the new National Center for the Humanities. The location of the National Center for the Humanities in the Research Triangle Park is further confirmation of the enormous contributions made by the research activities of the university community, and of higher education generally, to the economic, intellectual, and cultural development of the State. The entire development of the Research Triangle Park and of the Research Triangle Institute, and their impact upon the development of North Carolina, underscore the importance of advanced research competencies as assets of national importance that serve also to enrich the life of the State.

D. Research Planning

Long-range planning for research must be less structured and less specific than is the case in such areas as instruction. Most of the reasons for this are obvious, but two special characteristics of research that make this true are noteworthy.

(1) Research is by definition a creative and highly individualistic activity, even in an "organized research" setting, as to subject matter and methodology. In departmental research, and to a considerable extent in organized research as well, the researcher and not the institution chooses the topic for investigation and the mode of its pursuit.

(2) The scope and content of a large proportion of research in The University is influenced by the support of agencies external to The University and by the priorities and policies established by those agencies.

Given these characteristics, and the limitations which they inherently impose upon the development of specific plans and programs from the vantage point of the Board of Governors, long-range planning will at this juncture not go beyond a statement of general policies and the indication of appropriate administrative and budgeting procedures to guide, aid, and encourage sound research endeavors.

1. General Policies

Strong programs of research are dependent upon the same basic elements that are required to maintain excellence in instruction: a faculty committed to high professional standards, the protection and maintenance of academic freedom, and the availability of necessary supporting resources appropriate to the research functions of the institutions, such as libraries, computing services, and well-equipped laboratories.

The Board of Governors has committed itself in the Code of The University of North Carolina to the defense of academic freedom. The Board has worked, through the requirements and general guidelines it has provided for the development of institutional tenure regulations, to establish policies and procedures that will promote the ability of institutions to recruit and retain highly-qualified faculty members; and in its successive budget requests, the Board has sought to obtain appropriations to maintain faculty salary levels that are consistent with these objectives. Those budget requests have also addressed needs in the supporting areas of library improvements, computer resources, and in special facilities. Thus, in the discharge of its basic governance and budgeting responsibilities, the Board of Governors seeks to provide in each of the constituent institutions an environment that promotes and encourages research.

2. Research Administration

Responsibility for departmental research activities is by definition one vested in the institution because of its integral relationship to the conduct of the instructional programs. The Board considers it desirable to provide resources to support and encourage faculty research projects of exceptional promise through special grants. Other needs must take priority over the requesting of State funds for this purpose at the present time. However, the Board does encourage institutions to seek outside support for this purpose through their endowments and related programs.

In the area of organized research, and particularly in sponsored research activity, the responsibility of the Board of Governors and of the President is to establish effective administrative and budgetary procedures which facilitate the process of applying for grants and contracts and which insure that University responsibilities are appropriately met.

Research administration must be so designed that it promotes and does not impede the conduct of approved research projects. Accordingly, it should insure that

(1) Adequate budgetary support, both direct and indirect, is provided by the funding agency and that no unauthorized obligations or commitments are assumed by the institution;

(2) All research programs and projects are compatible with the overall mission of The University and of the institution and its instructional programs;

(3) The research is subject to full disclosure with respect to purpose and sponsorship; and

(4) All projects and proposals are consistent with University policies and regulations in any pertinent area.

Proposals for grants or contracts to support individual research projects may be submitted by the institutions to potential sponsoring agencies. For reporting and review purposes, these proposals must be simultaneously transmitted to the General Administration. However, advance approval by the President of The University of any proposal is required prior to submission of the proposal to a potential sponsoring agency in the event that:

(1) The proposal contemplates the establishment of a new institute, center, or other organization;

(2) The proposal is being presented jointly by two or more constituent institutions;

(3) The proposal would commit the institution or The University to any continuing support of the project or projects beyond the period of the grant or contract; or

(4) The proposal provides for the planning or establishment of any degree program or other educational activity not previously authorized and established.

The President has established administrative arrangements needed to carry out these policies. With the assistance of the Research Advisory Council, these administrative policies and procedures shall be periodically reviewed to insure their effectiveness. The Council will also assist the President and the Chancellors in communicating with agencies and organizations that provide resources for the support of research.

PART III

PUBLIC SERVICE

A. Introduction

Instruction, originally the sole function of the university, was joined in the Nineteenth Century by research as an activity distinguishable from teaching, and to those primary roles was later added a growing range of functions here characterized collectively as "public service." Originating in such individually initiated efforts as the geological surveys of this State conducted by Professor Elisha Mitchell of the University of North Carolina in the 1830's, strengthened by the land-grant movement of the latter half of the last century with its emphasis on "useful" knowledge, and greatly broadened in range and depth by significant investments of federal and State funds in recent years, public service has gained an increasingly important and respected place on the campuses of several of the constituent institutions of The University. It is the purpose of this part (1) to define and describe the activities currently carried on by The University under the public service rubric, and (2) to establish policies and procedures whereby this growing segment of The University's program may be helped to develop in ways responsive to the needs of the State without creating unnecessary competition or duplication of activities in the process.

Public service comprehends a set of activities, defined residually by the exclusion of degree credit instruction and traditional forms of research, whereby the constituent institutions make their resources and capabilities available to people of the State whose needs cannot be met by degree credit courses, whether offered on or off the campus. Because these activities often are undertaken and shaped in response to localized interests and needs, public service is less readily defined in terms consistently applicable from institution to institution than is, for example, the instructional program.

Public service includes instruction that does not carry degree credit and typically is adapted to the special needs and capacities of the particular group for which it is offered. It includes the provision of professional advice and assistance to individuals and organizations in the solution of particular problems. It includes kinds of research where the research product is calculated to be immediately helpful to a particular public agency or other client. Frequently it is offered through a unit of the institution other than a teaching department or school. Finally, financial support for public service is obtained and measured in ways different from those whereby instruction and traditional research are financed.

For some descriptive purposes, public service activities may be grouped into these components:

Community services include making available to people outside The University institutional resources, services, and skills not embraced under one of the other headings noted below and not part of the traditional instruction and research functions. Community services include non-degree credit instruction, consulting, and applied research by faculty and staff members. They also include making the facilities and equipment of the institution available for appropriate community purposes and the sponsorship of cultural, recreational, and entertainment events held at least in part for the public benefit.

Cooperative extension services include activities similar to those carried on under community services, but differentiated by the fact that fiscal and program control are shared by the institution with the financing agency, usually the federal government. Cooperative Agricultural Extension is the most familiar example.

Direct patient care and health support services are offered by teaching hospitals and health service centers on a few campuses and through the facilities of the AHEC system in locations throughout the State.

Public broadcasting services include the maintenance and operation of television and radio broadcasting services that are not part of the institution's instructional program for its own students.

B. Current Public Service Activities

1. General Administration

The General Administration of The University of North Carolina is the State agency for the administration of Title I of the federal Higher Education Act of 1965, as amended. This title provides federal support for community service and continuing education projects at both public and private institutions of higher education. Federal funds provide two-thirds of the costs of approved projects. An eligible community service program is defined in the act as an educational program, activity, or service (including a research program) in the form of a university extension or continuing education offering which is designed to assist in the solution of community problems in rural, urban, and suburban areas, with particular emphasis on urban and suburban problems.

The Education Amendments of 1972 (PL 92-318) amended Title I of the Higher Education Act, the Community Service and Continuing Education Programs, to include authority for a discretionary grant program. The Education Amendments of 1976 (PL 94-482) further amended Title I of the Higher Education Act and should have a significant impact for the future. To the community service and continuing education program, enacted in 1965, has been added a new title, lifelong learning (yet to be funded), promoting lifelong learning and including study, research, and demonstration programs designed to improve and expand lifelong learning opportunities.

The Board of Governors, assisted by an advisory committee, determines the priority problem areas to which projects should be directed, invites proposals from all accredited colleges and universities in North Carolina, and selects, within the resources available, proposals to be funded. For fiscal year 1977-78, the federal allotment of $288,571 funded 21 projects.

The only public service activity carried on directly by the General Administration is the multi-campus University Television Network, which provides television programs throughout the State for educational purposes, information dissemination, and cultural enrichment. The broadcasting facilities are licensed by the Federal Communications Commission to operate in the public interest. To achieve that goal, the staff ascertains community interests and needs, acquires and/or develops and produces programs, schedules for maximum viewing, provides information to potential audiences, assists in the reception of programs, and evaluates the effectiveness of the process.

The program effort is supported by the engineering and technical staff which designs, constructs, maintains, and operates the production and transmission facilities. Broadcasting for the Network originates from the network center in Chatham County. From there it is relayed through The University-owned microwave system to transmitters in Columbia, Greenville, Wilmington, Chapel Hill, Winston-Salem, Concord, Linville, and Asheville. In addition the system includes translators at Morehead City, in Jackson County, and in Tryon.

Programs for the Network are produced in studios at North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro; by use of Network-owned film and television mobile units; and through arrangements with commercial stations throughout the State. In addition, programs are acquired from the Public Broadcasting Service, Great Plains National ITV Library, the Agency for Instructional Television, other public broadcasting stations, the Southern Educational Network, and various commercial program distributors.

The largest single audience the Network serves is pupils enrolled in school grades kindergarten through twelve. Approximately 750,000 pupils a year are enrolled in classes in which in-school television programming broadcast by the Network is used in support of the instructional process. In cooperation with the State Department of Public Instruction, 53 separate series are offered, ranging across nearly all subject areas and grade levels, although the bulk are for grades three through eight. In-school television programs account for one-third of all hours broadcast by the Network during school months.

The Network emphasizes public affairs and cultural programming, illustrated by regular coverage of sessions of the General Assembly, candidates for public office, weekly interviews with prominent public figures in North Carolina, weekly programs on the arts in North Carolina, non-revenue and women's sports in North Carolina, events coverage, and special feature productions. Significant activities at constituent institutions are telecast. Such local programming amounts to approximately 275 hours (first run) of production a year.

Note

In the institutional descriptions that follow, certain activities and services common to all institutions, such as the sponsorship of cultural and recreational activities which are accessible to the public and the availability of University-owned facilities and equipment for appropriate public use, are not enumerated for each institution. Some activities that are multi-campus in nature are described only in the section dealing with the campus on which activity headquarters are located.

2. Appalachian State University

Appalachian State University delivers community services through its College for Continuing Education and the Division of Community Services. During the fiscal year ended June 30, 1977, the faculty and staff delivered 79 non-degree related short courses, totaling an estimated 287,700 contact hours. The College of Continuing Education is also involved in the coordination of advisory and other faculty and staff services.

Appalachian State University operates a Center for Continuing Education which provides meeting, sleeping, and eating facilities and the staff of which initiates, promotes, and operates various continuing education programs. The Center recorded an estimated 11,000 contact hours in the fiscal year ended June 30, 1977. The institution also owns and operates Camp Broadstone, a natural area, located near the campus. The program includes wilderness excursions and other outdoor experiences.

3. East Carolina University

East Carolina University provides community services through the Division of Continuing Education, the Institute for Coastal and Marine Resources, the Office of Community Health Services in the School of Allied Health and Social Professions, and the Regional Development Institute.

During the fiscal year ended June 30, 1977, the faculty and staff delivered 88 non-degree related courses, totaling 54,100 contact hours. These courses included environmental education, training for commercial fishermen, business-oriented programs, cultural subjects, and general interest courses.

East Carolina University has one specialized facility for community services, the Thomas W. Willis Building, which contains a small auditorium and two small conference rooms.

As the Medical School develops, the rendering of direct patient care and other forms of health services through Pitt County memorial Hospital, the teaching hospital of the School, will increase commensurately in importance.

4. Elizabeth City State University

Elizabeth City State University provides community services through the Office of Academic Affairs.

Elizabeth City State University currently offers no non-degree related courses. Health careers development seminars are delivered in a local ten-county area.

5. Fayetteville State University

Fayetteville State University delivers community services through the Center for Continuing Education. During the fiscal year ended June 30, 1977, the faculty and staff delivered 33 non-degree related courses.

The Center for Continuing Education occupies a separate building which includes two classrooms, a seminar room, and a library.

6. North Carolina Agricultural and Technical State University

North Carolina Agricultural and Technical State University provides community services through the Department of Adult Education and Community Services. The following specialized organizations also provide community services: Center for Continuing Education, Center for Manpower Research and Training, and Heritage Center.

During the year ended June 30, 1977, the faculty and staff delivered 14 non-degree related courses totaling an estimated 10,600 contact hours.

7. North Carolina Central University

North Carolina Central University provides community services under the supervision of the Director of Summer Sessions and Continuing Education. Community services are also provided through the following specialized organizations: Center for Curriculum Design, Center for International Studies, and Institute on Desegregation.

During the fiscal year ended June 30, 1977, the faculty and staff delivered four non-degree related courses totaling an estimated 5,800 contact hours.

8. North Carolina School of the Arts

North Carolina School of the Arts delivers community services through its Community Service Office. As would be expected from its curriculum, the cultural and recreational services provided by the institution are concentrated in the performing arts. These activities include non-degree related courses, student performances for community groups, a Saturday morning music program for youth, module tours to schools in certain counties, and faculty and student concerts and performances.

The institution sponsors two summer sessions of non-degree related courses, one offered at Warren Wilson College (66 students enrolled last summer for a total of 363 contact hours in dance, drama, music and visual arts) and one at the Mint Museum in Charlotte (16 drama students enrolled for a total of 88 contact hours). Throughout the year, the institution sponsors an elementary string instruction program for 120 grade school children in Winston-Salem and a Saturday morning music program which provides individual instruction in music for 150 children.

An artist-in-residence program in the Catawba County schools was cosponsored by the institution and Catawba County, placing five NCSA graduates in drama, design and production and music in nine schools in Catawba County for four months in the fall of 1976. A touring company of NCSA students regularly tours 25 North Carolina school systems a year in a production especially designed for high school audiences, incorporating elements of dance, drama, and music in a single production. This "module" tour has appropriated support and therefore is offered to schools at no cost.

Community services are largely performance related and quite extensive in the immediate community. Faculty members average 15.5 community services performances a year, playing to an average audience of 460 people or a total of 7,000 people a year. Such community organizations as symphony and theatre groups in Winston-Salem and several other communities are heavily dependent on faculty and student assistance.

Requests for student performances are met by Applause (the student employment agency) and the Community Service Office. Applause fills approximately 100 requests a year for individual student performances or small ensembles, mostly musical. The Community Service Office fills about 30 performance requests for large productions or special audiences. Such performances are usually privately supported.

9. North Carolina State University at Raleigh

North Carolina State University at Raleigh delivers community services through its Division of Continuing Education in cooperation with the academic departments and specialized institutes and centers. These specialized organizations with a community services mission include the Center for Acoustical Studies, Center for Marine and Coastal Studies, Center for Occupational Education, Center for Rural Resource Development, Center for Urban Affairs and Community Service, Counseling Laboratory, Department of Adult and Community College Education, Department of Speech Communication, Engineering Design Center, Furniture Research and Applications Center, Industrial Extension Service, Institute of Statistics, Minerals Research Laboratory, North Carolina Motor Carriers Management Training Institute, Psychological Center, Textile Extension and Continuing Education Programs, and Water Resources Research Institute.

During the fiscal year ended June 30, 1977, the faculty and staff delivered 348 non-degree related courses totaling an estimated 224,000 contact hours. Over half of these contact hours were in programs involving the Industrial Extension Service, the Textile Extension Service, and the Continuing Education Division.

The total of other faculty and staff services provided by North Carolina State University at Raleigh has not been quantified. As one example of such services, however, the Industrial Extension Service, in fiscal year 1977 made an estimated 525 technical literature searches, distributed 10,000 technical publications, lent 250 technical handbooks, distributed 5,000 copies of newsletters, and provided technical assistance on 3,354 occasions. The Textile Extension and Continuing Education Program prepares approximately 12 single-concept films and 650 copies of videotapes a year.

North Carolina State University at Raleigh has specialized facilities for community services which include the McKimmon Center for Extension and Continuing Education, the University Student Center, Faculty Club, Educational TV Center, Textile Continuing Education Conference Center, TV Course Production Center, and the Industrial Extension Service Production Center.

The North Carolina Agricultural Extension Service provides services in each of the 100 counties in North Carolina and on the Cherokee Indian Reservation. It is operated by North Carolina State University at Raleigh in cooperation with North Carolina Agricultural and Technical State University and The University of North Carolina at Greensboro.

The Agricultural Extension Service, in existence since 1914, is supported by federal, State, and local government appropriations. Its programs are under the general direction of the School of Agriculture and Life Sciences at North Carolina State University at Raleigh. There is considerable joint planning and programming with the United States Department of Agriculture.

Extension subject matter specialists work with their research counterparts in the 22 research departments of the Agricultural Experiment Station and with other research components of The University. These extension specialists synthesize research results and adapt them for field application by the recipients of extension services. County personnel provide direct services to communities throughout North Carolina with emphasis on extending the results of research conducted by the North Carolina Agricultural Experiment Station. The central office staff maintains direct contact with the extension specialists, county extension personnel, newspapers, radio and television stations, farm magazines, and commodity promotion associations.

The North Carolina Agricultural Extension Service communicates the findings and applications of research to producers and consumers in four primary areas: agriculture, home economics, community resource development, and 4-H Youth work. The local extension agents assume responsibility within a geographic area for this extension service activity. The instructional delivery systems utilized include audiovisual media, method-and-result demonstrations, group meetings, instructional aids and bulletins, and individual assistance.

The following table reports a number of measures of the volume of activity conducted by the North Carolina Agricultural Extension Service:

Table 5-8

ACTIVITIES OF THE NORTH CAROLINA AGRICULTURAL EXTENSION SERVICE

Program Measures	1974-75 (Actual)	1975-76 (Estimated)	1976-77 (Estimated)
No. of videotape training programs	15	30	77
No. of days of agent in-service training	4,198	4,300	3,800
No. of on-farm tests and demonstrations	600	650	725
No. of statewide educational conferences held	27	30	35
Attendance of statewide educational conferences	6,750	7,500	9,600
No. of 4-H youth participants	194,358	185,895	223,000
No. of 4-H volunteer leaders	11,368	12,400	14,500
No. of organized communities	675	700	775
No. of lay citizens serving on program planning committees	8,500	9,500	11,000
No. of extension homemaker members	24,373	23,935	24,362

The Sea Grant Program was established by the Congress in 1966, based on the same general principles as the land-grant college program. It is designed to apply the same techniques and philsophies to the management of coastal and marine resources that the older program applies to the nation's agricultural resources. Both programs incorporate instruction, research, and public service.

Under the terms of the federal legislation, the Secretary of Commerce designated The University of North Carolina as a sea grant college in 1976. This is a multi-campus activity, for four constituent institutions of The University are actively involved in the Sea Grant Program: East Carolina University, North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Wilmington. In addition to work at the four main campuses, activities are also carried out at three marine resources centers, located in Carteret, Dare, and New Hanover Counties and at other State and federal installations on the coast.

The Cooperative Extension Services component of the Sea Grant Program is designated as Marine Advisory Services. It bears a relationship to the Sea Grant Program similar to that of the Agricultural Extension Service to the Land Grant College Program.

The University received for the Sea Grant Program for use in calendar year 1977 federal funds in the amount of $731,000. State matching funds amounting to one-third of total expenditures was appropriated by the General Assembly to the North Carolina Department of Administration and is administered through its Office of Marine Affairs. About 20 to 25 per cent of this amount is allocated for Marine Advisory Services.

The purpose of Marine Advisory Services is to get the practical results of research into the hands of those who can and will use it. Local Advisory Service Agents are charged with responsibility for getting information to users. The agents also identify coastal and marine problems and report them back to the directors for referral to research staff who seek solutions.

The areas in which Marine Advisory Services are provided include seafood processing, marketing, and utilization; marine transportation; marine recreation; marine science and education; marine mining; commercial fisheries and gear technology; coastal zone management; and acquaculture.

10. Pembroke State University

Pembroke State University delivers community services through the Continuing Education Division. The program provides opportunities for persons concerned with the realization of personal potential and the development of special interests.

11. The University of North Carolina at Asheville

The University of North Carolina at Asheville delivers community services through the Office of Academic Affairs. During the fiscal year ended June 30, 1977, the faculty and staff delivered one non-degree related course with a total of 110 contact hours.

12. The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill delivers community services through the Office of Development and Public Service (including the Extension Division), the continuing education programs in each of the health schools, and specialized centers and institutes, including William Hayes Ackland Memorial Art Center, Biological Sciences Research Center, Bureau of Business Services, Carolina Population Center, Center for Urban and Regional Studies, Child Development Research Institute, Developmental Disabilities Training Institute, the Executive Program, Frank Porter Graham Child Development Center, Group Child Care Consultant Services, Health Services Research Center, Institute of Civic Education, Institute for Economic Development, Institute of Government, Institute of Marine Sciences, Institute of Outdoor Drama, Institute for Social Services Planning, Institute of Speech and Hearing Sciences, Morehead Planetarium, North Carolina Botanical Garden, North Carolina Institute for Investment Research, Social Research Section, L.L. Thurstone Psychometric Laboratory, University Counseling Center, and Young Executives Institute.

During the fiscal year ended June 30, 1977, faculty and staff delivered more than 1,100 non-degree related courses totaling an estimated 1,300,000 contact hours. Almost every county in the State was the site of one or more of these courses.

WUNC(FM) was established as an activity of the Department of Radio, Television, and Motion Pictures of The University of North Carolina at Chapel Hill. In April, 1976, WUNC(FM) was transferred to the Office of Development and Public Service to be operated as a professional public station with subordinate responsibility to the instructional program. The present coverage at 50,000 watts is approximately 38 counties; steps are being taken to increase the power to 100,000 watts and subsequently the area coverage of the station. WUNC(FM) provides public radio to the general public in the form of cultural programs (classical music, jazz, drama, poetry, book reviews, humor), public affairs and information programming; special programming for minorities, women, and children; consumer affairs; health programming; public announcements of cultural events; National Public Radio programming; contribution of programs from North Carolina to National Public Radio; and advisory services to other public radio stations in North Carolina.

The faculty and staff of the Division of Health Affairs of The University of North Carolina at Chapel Hill provide direct patient care through North Carolina Memorial Hospital and the Area Health Education Centers (AHEC).

As a major referral health center, North Carolina Memorial Hospital serves patients from every county in North Carolina. As the major teaching hospital for the Division of Health Affairs, North Carolina Memorial Hospital is integral to the process of educating health professionals in medicine, public health, dentistry, nursing, pharmacy, and allied health fields. Patient care services are provided on the basis of need and not on the patient's ability to pay.

The current capacity of the hospital is 604 adult and child's beds and 33 bassinets. The following measures are indicative of the volume of patient care services provided at North Carolina Memorial Hospital:

Table 5-9

PATIENT CARE SERVICES RENDERED BY
NORTH CAROLINA MEMORIAL HOSPITAL

Measure	1974-75	1975-76	1976-77
In-patient days of care	159,804	170,556 (est.)	177,000 (est.)
Clinic visits		189,089	208,000
Emergency room visits		20,109	22,000

North Carolina Memorial Hospital also provides the health care supportive services characteristic of a large general hospital. These services include clinical and anatomical laboratories, radiological services, cardiological testing facilities, pulmonary and vascular testing facilities, therapeutic services (respiratory therapy, physical therapy, occupational therapy, recreational therapy, and brace and limb shop), and pharmacy services. The following are some measures of the volume of services provided:

Table 5-10

HEALTH CARE SUPPORTIVE SERVICES RENDERED BY
NORTH CAROLINA MEMORIAL HOSPITAL

Measure	1975-76	1976-77 (est.)
Number of laboratory procedures	1,073,380	1,180,000
Number of x-ray procedures	129,878	150,000

The purpose of the Area Health Education Center (AHEC) program is to increase the quality and quantity of all health care personnel and to improve the distribution of personnel by geography and specialty where health care needs are the greatest. AHEC, through cooperative arrangements, utilizes the facilities of community hospitals and other health resources and provides patient care services as a part of the educational program of The University. For purposes of the AHEC program, the State is divided into nine regions, with offices at Asheville, Charlotte, Fayetteville, Greensboro, Greenville, Raleigh, Tarboro, Wilmington, and Winston-Salem.

As one indication of the size of the AHEC program, the following table indicates the numbers of faculty, residents, and students involved in the program by specialty:

Table 5-11

PERSONS INVOLVED IN HEALTH CARE PROGRAMS OF AREA HEALTH EDUCATION CENTERS

Measure	1974-75	1975-76 (est)	1976-77 (est)
Community-based Faculty (FTE)			
Allied Health and other	11.70	13.70	16.00
Dentistry	.75	.75	1.00
Medicine	46.90	51.30	63.25
Nursing	11.00	14.00	16.00
Pharmacy	2.10	3.35	5.00
Public Health	2.35	2.35	3.00
Subtotal	74.80	85.45	104.25
Residencies by Specialty			
Family Practice	25.50	70.50	116.00
Internal Medicine	25.50	55.50	75.00
Pediatrics	14.50	30.00	45.00
Obstetrics/Gynecology	9.50	23.00	25.00
Subtotal	75.00	179.00	261.00
Student Rotations by Discipline (FTE)			
Allied Health	100.00	125.30	102.00
Dentistry	24.20	15.70	30.00
Medicine	60.30	81.00	106.00
Nursing	48.30	45.00	51.00
Pharmacy	59.30	101.30	102.00
Public Health	23.40	19.00	34.00
Subtotal	316.00	287.30	425.00

While the primary emphasis of the AHEC program is on the education of health personnel, it is also an important provider of direct patient care.

13. The University of North Carolina at Charlotte

The University of North Carolina at Charlotte delivers community services through the Office of Continuing Education and Summer Programs. A specialized organization, the Institute for Urban Studies and Community Service, also provides community services. During the fiscal year ended June 30, 1977, the faculty and staff delivered 45 non-degree related courses totaling an estimated 18,000 contact hours. The Institute for Urban Studies and Continuing Education provides technical assistance and other community services related to urban problems.

14. The University of North Carolina at Greensboro

The University of North Carolina at Greensboro provides community services consistent with its special responsibility to the surrounding metropolitan population and with particular emphasis on advanced program activities in areas of academic authorization. Among these are education (including many specialties), nursing and allied health, business and public administration, home economics, music and other fine arts, humanities, sciences, and social service fields.

Non-degree related courses in professional and general studies, conferences, institutes, and other special educational programs are offered by academic units through the Office of Continuing Education; such programs numbered 175 in the 1976-77 year. Other service activities include home economics efforts through the North Carolina Agricultural Extension Service, nursing programs in conjunction with regional AHEC's, special centers and clinics serving community clients, faculty consultation and research assistance on education and other community problems, and a wide range of cultural activities and facilities (including operation of Chinqua-Penn Plantation, Weatherspoon Art Gallery, and Parkway Playhouse).

15. The University of North Carolina at Wilmington

The University of North Carolina at Wilmington delivers community services through its Office of Continuing Education.

During the fiscal year ended June 30, 1977, the faculty and staff provided 46 non-degree related courses totaling an estimated 11,500 contact hours.

16. Western Carolina University

Western Carolina University delivers community services through its Office of Continuing Education and one specialized organization, the Center for Improving Mountain Living.

During the fiscal year ended June 30, 1977, the faculty and staff provided 77 non-degree related courses totaling an estimated 19,700 contact hours.

17. Winston-Salem State University

Winston-Salem State University has no separate office for community services. Such activities are handled directly by the Office of the Academic Dean. During the fiscal year ended June 30, 1977, the faculty and staff provided three non-degree related courses totaling 2,950 contact hours.

C. Financing Public Service Activities

Approximately 74 per cent of the funding for the public service programs for the fiscal year 1976-77 came from sources other than State appropriations. These sources include receipts and fees collected from activities; trust funds and endowments established to insure the continuation of specific public service activities; and federal, State, and private contracts and grants. The other 26 per cent of the funding came from State appropriations.

Table 5-12 shows the distribution of funding to the constituent institutions in the fiscal year 1976-77.

Seventy per cent of the total dollar amount for 1976-77 funds two major activities: Direct Patient Care and Health Care Supportive Services at North Carolina Memorial Hospital and the North Carolina Agricultural Extension Service at North Carolina State University at Raleigh.

A portion of the funding for the General Administration, North Carolina State University at Raleigh, The University of North Carolina at Chapel Hill, and The University of North Carolina at Greensboro supports public broadcasting services in the form of public television and (at Chapel Hill only) public radio.

The budgets at East Carolina University, North Carolina State University at Raleigh, and The University of North Carolina at Chapel Hill provide funding for Marine Advisory Services.

The remainder of The University's public service funding is allocated to a variety of public service organizations and activities, including the Institute of Government, continuing education centers, Title I programs, and other organized public service institutes and centers.

Table 5-12

FUNDING FROM STATE AND OTHER SOURCES FOR PUBLIC SERVICE THE UNIVERSITY OF NORTH CAROLINA

1976-77

Institutions	State Appropriations	Other Sources	Total Expenditures
UNC-GA	$ 1,292,351	$ 762,597	$ 2,054,948
ASU	195,589	1,357,378	1,552,967
ECU	0	116,104	116,104
ECSU	11,664	13,053	24,717
FSU	0	837,000	837,000
N. C. A&T	0	1,029,173	1,029,173
NCCU	10,160	810	10,970
NCSA	0	25,982	25,982
NCSU-R	9,989,618[a]	11,637,055[b]	21,626,673[c]
PSU	0	54,859	54,859
UNC-A	0	0	0
UNC-CH	2,101,044	14,759,435	16,860,479
UNC-C	152,041	20,654	172,695
UNC-G	288,285	532,362	820,647
UNC-W	0	0	0
WCU	303,517	65,141	368,658
WSSU	15,574	8,586	24,160
NC Memorial Hospital	11,860,981	42,321,294	54,182,275
TOTAL	$26,220,824	$73,541,483	$99,762,307

[a] This figure includes $9,459,042 for the Agricultural Extension Service

[b] This figure includes $7,192,148 for the Agricultural Extension Service

[c] This figure includes $16,651,190 for the Agricultural Extension Service

D. General Policies and Plans

Public service is one of the important and socially useful functions of the modern public university. In view of the varied service roles that the university is increasingly called upon to play in our society, public service activities are certain to increase in scale and to involve more of our institutions. Therefore The University of North Carolina and its constituent institutions should seek to maintain and improve upon the quality and extend the benefits of their public service programs, and to achieve more economical use of the State's resources through more effective planning and coordination of those activities.

The activities that in the aggregate make up the public service program have been undertaken one at the time over a long period, often -- if not usually -- in a somewhat informal manner. There is no procedure, mechanism, or policy currently in effect to insure a methodical review of the initiation of these activities such as applies in the case of new academic program initiation. While the undesirable results of this informal mode of operation have not been extensive, the potential for difficulty is considerable. If the Chancellors, the President, and the Board of Governors are to carry out their responsibilities with respect to this phase of The University's operation, several measures are needed to provide for the better ordering and oversight of the public service functions within The University.

Most public service activities of significant extent and duration have resulted in the creation of special administrative units for their conduct. Therefore over many decades, numerous separately identified and variously budgeted institutes, centers, and other units have been created within the constituent institutions of The University to carry on public service functions. Nearly all of them are oriented outwardly. Some of them, such as general extension divisions and continuing education centers, are broad in scope. Others are narrower and more specialized in scope, focussing on a particular subject matter, such as marine science, or on a particular target group or area, such as urban affairs.

Such units continue to be formed as opportunities arise. At present, there is no general requirement that the creation of such units carry the approval of the President or the Board of Governors, though such an initiation may have greater programmatic and budgetary consequences than the establishment of some new degree programs, which do require Board approval. In the case of institutes and centers created on the initiative of, or in consultation with, the General Administration, it is now the practice of the Board of Governors to require that a charter for the unit be prepared and adopted by the Board. A charter typically describes the purpose, functions, and scope of the unit and its organizational placement. It provides for the chief elements of the internal organization of the unit and for such policy or advisory boards as are deemed necessary. That procedure should apply also to public service centers, institutes, and the like that are established in the constituent institutions. This is an appropriate application of the statutory authority of the Board to "determine the functions, [and] educational activities . . . of the constituent institutions." [G.S. 116-11(3)]

Therefore the President is requested, prior to the completion of the next edition of the long-range plan, to cause a review to be made of all existing public service centers, institutes, and other units of whatever title, to the end that the function, scope, and organizational location of each may be appropriately defined and reported to the Board in the form of a charter. All future creations of such public service units shall be accomplished by means of a charter recommended by the Chancellor to the President and by the President to the Board of Governors.

In order that the Chancellors and the President may be kept better informed as to the opportunities for public service that are open to the constituent institutions, the activities undertaken in response to those opportunities, and the quality and effectiveness of those efforts, each institution shall make such periodic reviews and assessments as the President may direct. The President may also make such modifications in The University information system as may be required to provide the Chancellors and himself needed information about the public service activities of the constituent institutions.

The public service activities of several of the constituent institutions have grown substantially in recent years, and they have the promise of further growth if administrative and financial arrangements can be made to enable it and if suitable recognition can be given to public service accomplishments. One means that might be conducive to both of these results would be the establishment of a limited number of senior public service fellowships, to be awarded on a short-term basis to selected faculty members to enable them to devote much or all of their time for a limited period to a public service activity that would make special demand on their professional capacities. Such a fellowship would facilitate the release of a faculty member from his regular teaching duties by freeing his salary for other use by his department while he was on the fellowship, and at the same time would be a form of recognition of the faculty member for special qualities that commend him for the assignment. The President is requested to explore this possibility and report to the Board his findings and recommendations on it.

The University's Educational Television Network is a facility of vast potential for the educational and cultural enrichment of the people of the State, and it is essential that it be fully developed and used to that end. That Network has now been in operation for many years, and it is timely to evaluate it with a view to determining how well it is performing and what might be done to increase its effectiveness in those areas that may be found deficient. The President is requested to cause such an evaluation to be made and to report its results, with his recommendations, to the Board of Governors by the end of the calendar year 1978.

PART IV

ACADEMIC PROGRAM PLAN

The planning responsibility of the Board of Governors has a comprehensive purpose and, for each of the constituent institutions of The University of North Carolina, a specific purpose. The comprehensive purpose is found in the statutory responsibility to "plan and develop a coordinated system of higher education in North Carolina." The specific purpose is found in the further statutory responsibility to "determine the functions, educational activities and academic programs" of each constituent institution. It is this specific responsibility for each of the institutions that is addressed in this section of the long-range plan.

For each of the constituent institutions, this section presents the academic program plan. Each institutional academic program plan contains a general descriptive classification of the institution and then sets out (1) the currently authorized major academic units (colleges and schools) through which the instructional programs of the institution are organized and supported; (2) all currently authorized degree programs in the institution, by degree level and by discipline division and discipline specialty; (3) all new programs that the institution is now authorized to plan during this planning period, 1977-1982; (4) any special assignment of responsibilities to an institution; and (5) the basic procedure for the next revision of the plan.

The academic program plan for each institution would normally include authorized enrollment projections for the five-year planning period. This current revision of Long-Range Planning will include authorized enrollments, as currently budgeted by the Board of Governors, for the years 1977-78 and 1978-79. Enrollment projections beyond these years, including any changes in estimates for 1978-79, will be added later as amendments to this plan. This procedure is being followed because the Board of Governors has committed to submit revised and updated five-year enrollment projections, including projected enrollments by race, as a part of the State Plan, Phase II, adopted by the Board of Governors on August 22, 1977. It was concluded that these more refined projections of enrollments could be made only after enrollments for the fall semester, 1977, had been submitted by each institution and carefully analyzed.

The descriptive classification of the institutions is adopted from categories developed in the Program Classification Structure (PCS). It is consistent with similar classifications developed by the Carnegie Commission on Higher Education, the National Commission on the Financing of Postsecondary Education, the Academy for Educational Development, and the National Center for Educational Statistics.

Institutions are classified as follows:

(a) Major Research Universities -- Universities which awarded more than 50 doctor's degrees and received more than $10 million in federal obligations to support research and development in the last fiscal year.

(b) Other Doctoral-Granting Universities -- Institutions which awarded doctoral degrees in the most recent year.

(c) Comprehensive Universities -- Institutions which awarded degrees at the baccalaureate and master's level.

(d) General Baccalaureate Universities -- Institutions which awarded degrees at the baccalaureate level in arts and sciences discipline divisions and in some professional areas. (One institution in this category [The University of North Carolina at Wilmington] is authorized to begin two programs at the master's level in 1978. Since the scope of post-baccalaureate programs is limited to one field of study, and since such work is just beginning, it is considered at this juncture to remain a general baccalaureate university.)

(e) Specialized Institutions -- The North Carolina School of the Arts, which offers programs at the secondary and at the baccalaureate levels in the performing arts.

Appalachian State University

1. Academic Organization

Appalachian State University is a comprehensive university, offering programs at the baccalaureate, master's, and intermediate level. Its instructional programs are organized in these colleges and professional schools:

- General College
- College of Arts and Sciences
- College of Business
- College of Learning and Human Development
- College of Fine and Applied Arts
- Graduate School

2. Authorized Degree Programs

Appalachian State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

- Business and commerce, general
- Accounting
- Banking and finance
- Business management and administration
- Marketing and purchasing
- Secretarial studies
- Business economics
- Insurance and real estate

Communications

Communications, general

Computer and Information Sciences

Computer and information sciences, general

Education

- Elementary education, general
- Special education, general
- Reading education (methodology and theory)
- Art education (methodology and theory)
- Music education (methodology and theory)
- Health education (include family life education)
- Science education (methodology and theory)
- Driver and safety education
- Health and physical education
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education

Engineering

No programs authorized

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (performing, composition, theory)
- Music (liberal arts program)
- Dramatic arts
- Music merchandising

Foreign Languages

- French
- Spanish

Health Professions

- Health care management (not hospital administration)
- Speech pathology and audiology
- Medical laboratory technologies

Home Economics

- Home economics, general
- Home decoration and home equipment
- Clothing and textiles
- Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Philosophy and religion

Library Science

Library science, general

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Physical Sciences

Physics, general
Chemistry, general
Geology

Psychology

Psychology, general
Psychology for counseling

Public Affairs and Services

Parks and recreation management
Law enforcement and corrections

Social Sciences

Social sciences, general
Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

General liberal arts and sciences

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business and commerce, general
Accounting
Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Higher education, general
Special education, general
Student personnel (counseling and guidance)
Educational administration
Educational supervision
Educational media
Reading education (methodology and theory)
Music education (methodology and theory)
Industrial arts, vocational, and technical education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

French
Spanish

Health Professions

Speech pathology and audiology

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general
Clinical psychology
Psychology for counseling

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Biological Sciences

Biology, general

Education

Elementary education, general
Higher education, general
Special education, general
Student personnel (counseling and guidance)
Educational administration
Educational supervision
Reading education (methodology and theory)
Educational media

d. Certificate (Sixth-Year Level)

Education

Educational administration

3. Authorizations to Plan New Programs

Appalachian State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Education

Driver and safety education

Art education

Psychology

School psychology (level II)

4. Enrollments

Appalachian State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
7,880	7,960

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to Appalachian State University in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

Appalachian State University shall submit to the President, in accordance with instruction and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

East Carolina University

1. Academic Organization

East Carolina University is a comprehensive university offering programs at the baccalaureate, master's, intermediate, and first professional levels. Its instructional programs are organized in these colleges and professional schools:

Academic Affairs	Health Affairs
General College	School of Allied Health and Social Professions
College of Arts and Sciences	School of Medicine
School of Art	School of Nursing
School of Business	
School of Education	
School of Home Economics	
School of Music	
School of Technology	

The Graduate School has general responsibility for post-baccalaureate programs in both Academic Affairs and Health Affairs.

2. Authorized Degree Programs

East Carolina University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

Biology, general
Biochemistry

Business and Management

Business management and administration
Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Special education, general
Art education (methodology and theory)
Science education (methodology and theory)
Driver and safety education
Health education (include family life education)
Business, commerce, and distributive education
Industrial arts, vocational, and technical education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music (liberal arts program)
Dramatic arts
Dance
Community arts management
Music therapy

Foreign Languages

French
German
Spanish

Health Professions

Health statistics
Nursing
Occupational therapy
Physical therapy
Medical record librarianship
Speech pathology and audiology
Medical laboratory technologies
Environmental health

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general

Philosophy

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general

Geology
Applied physics

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)

Law enforcement and corrections

Social Sciences

Anthropology
History
Geography

Political science and government
Sociology

Interdisciplinary Studies

Marine sciences

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Special education, general
Student personnel (counseling and guidance)
Educational administration and supervision
Art education (methodology and theory)
Driver and safety education
Science education (methodology and theory)
Business, commerce, and distributive education
Industrial arts, vocational and technical education
Health and physical education
Adult and continuing education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (performing, composition, theory)

Foreign Languages

No programs authorized

Health Professions

Speech pathology and audiology
Environmental health
Nursing
Rehabilitation counseling

Home Economics

Home economics, general

Family relations and child development

Law

No programs authorized

Letters

English, general

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general

Geology

Psychology

Psychology, general
Clinical psychology

School psychology

Public Affairs and Services

Public administration

Social Sciences

History
Geography

Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Educational administration and supervision

d. First Professional Level

Health Professions

Medicine, M.D. degree

e. Certificate Programs

Letters

English, general (sixth-year level)

Psychology

School psychology (sixth-year level)

3. Authorizations to Plan New Degree Programs

East Carolina University is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Education

Reading education

c. Certificates of Advanced Study (Sixth-year Level)

Biological Sciences

Biology, general

Education

Music education

d. Doctoral Level

Biological Sciences

Anatomy
Biochemistry
Microbiology
Pharmacology
Physiology

4. Enrollments

East Carolina University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
10,630	10,820

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to East Carolina University in Long-Range Planning, 1976-1981, is affirmed.

6. Revisions of the Long-Range Plan

East Carolina University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

Elizabeth City State University

1. Academic Organization

Elizabeth City State University is a general baccalaureate institution. Its instructional programs are offered through ten academic departments and a special programs office, that are responsible to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Elizabeth City State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education
(methodology and theory)
Reading education
(methodology and theory)
Business, commerce, and
distributive education
Industrial arts, vocational,
and technical education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general
Geology

Psychology

No programs authorized

Public Affairs and Services

Law enforcement and corrections

Social Sciences

Social sciences, general
History
Political science and government
Sociology

Interdisciplinary Studies

No programs authorized

3. Authorizations to Plan New Degree Programs

Elizabeth City State University is authorized to plan the following new degree programs at the baccalaureate level:

Education

Special education, general

Psychology

Psychology, general

4. Enrollments

Elizabeth City State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
1,610	1,690

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

Elizabeth City State University shall concentrate its efforts on strengthening the quality of its undergraduate programs. Consistent with the objectives of the State Plan, Phase II, planning should emphasize cooperative arrangements with the College of the Albemarle. The President's office will provide all appropriate assistance to Elizabeth City State University in all of these planning efforts.

6. Revisions of the Long-Range Plan

Elizabeth City State University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

Fayetteville State University

1. Academic Organization

Fayetteville State University is a general baccalaureate institution. The curriculum and size of Fayetteville State University have not necessitated the establishment of separate schools or colleges. Instructional programs are organized under three divisions: arts and sciences, business and economics, and education. Each division head reports to the Vice Chancellor for Academic Affairs.

Fayetteville State University has the further responsibility for providing all undergraduate instruction in the educational center at Fort Bragg. The Dean of the Fort Bragg Center exercises administrative responsibility for that program under the direction of the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Fayetteville State University is authorized to confer the associate degree at the Fort Bragg Center in those areas set out in Appendix A-5-9 and to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Music education (methodology and theory)
Business, commerce, and distributive education
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Dramatic arts

Foreign Languages

French

Health Professions

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Political science and government
Sociology
Afro-American (black culture) studies

Interdisciplinary Studies

No programs authorized

3. Authorization to Plan New Programs

Fayetteville State University is now authorized to plan the following new programs at the baccalaureate level:

Education

Reading education

Special education, general

Social Sciences

Economics

Geography

4. Enrollments

Fayetteville State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
1,960	2,000

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

Fayetteville State University shall continue to have responsibility for undergraduate instruction at Fort Bragg Center.

The Board of Governors has previously noted the high priority need to offer in the Fayetteville-Cumberland County region master's-level programs, especially for teachers and other personnel in the city and county school systems. In 1976-77, consistent with directions given in the long-range plan adopted in 1976, progress has been made in responding to this need through cooperative efforts that have included East Carolina University, North Carolina Central University, and North Carolina State University at Raleigh.

It is clear that expanded program activity at this level is needed. Accordingly, the President is required to proceed in 1977-78 to establish a graduate center in Fayetteville to offer master's-level, in-service programs for public school personnel. The center shall be based at Fayetteville State University, and the President shall arrange for the offering of master's programs by other constituent institutions through the center. The director of the center shall be designated by the President. The director shall have responsibility for the planning of programs to be offered, arranging for the participation of appropriate institutions, directing the operations of the graduate program at the Fort Bragg Center, and shall have responsibility for the budgets of the center at the Fayetteville campus and for the support of graduate programs at the Fort Bragg Center. The resources of Fayetteville State University shall be utilized in support of the center, through adjunct faculty appointments, administrative support, and other appropriate means. It is the intent of the Board that these arrangements for the center be directed toward strengthening Fayetteville State University to the end that it will develop master's-level programs to serve that region of the State. The President shall report regularly to the Committee on Educational Planning, Policies, and Programs on the development of the Center, and he shall insure that plans developed for serving the Fayetteville-Cumberland County region will be coordinated with program planning at Pembroke State University.

6. Revisions of the Long-Range Plan

Fayetteville State University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

North Carolina Agricultural and Technical State University

1. Academic Organization

North Carolina Agricultural and Technical State University is a comprehensive university, offering degrees at the baccalaureate and master's level. One of the State's two land-grant institutions, its instructional programs are organized in these colleges or professional schools:

School of Agriculture
School of Arts and Sciences
School of Business and Economics
School of Education
School of Engineering
School of Nursing
School of Graduate Studies

2. Authorized Degree Programs

North Carolina Agricultural and Technical State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

Agriculture, general
Agricultural economics
Agricultural business
Food science and technology
Agriculture and forestry technologies
Agricultural science

Architecture and Environmental Design

Landscape architecture

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration
Secretarial studies
Business economics
Transportation and public utilities

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education (methodology and theory)
Music education (methodology and theory)
Driver and safety education
Business, commerce, and distributive education
Industrial arts, vocational, and technical education
Health and physical education

Engineering

Agricultural engineering
Architectural engineering
Electrical, electronics, and communications engineering
Mechanical engineering
Engineering physics
Engineering technologies
Industrial and management engineering

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (liberal arts program)
Dramatic Arts
Professional theatre

Foreign Languages

French

Health Professions

Nursing

Home Economics

Home economics, general
Clothing and textiles
Family relations and child development
Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general

Speech, debate, and forensic science

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management

Social work and helping services (other than clinical social work)

Social Sciences

Social sciences, general
History

Political science and government
Sociology

Interdisciplinary Studies

Engineering mathematics

b. Master's Level

Agriculture and Natural Resources

Agriculture, general

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

No programs authorized

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Student personnel (counseling and guidance)
- Educational administration and supervision
- Reading education (methodology and theory)
- Art education (methodology and theory)
- Driver and safety education
- Industrial arts, vocational, and technical education
- Health and physical education
- Adult and continuing education
- Educational media

Engineering

Engineering, general

Fine and Applied Arts

No programs authorized

Foreign Languages

French

Health Professions

No programs authorized

Home Economics

Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

No programs authorized

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general	History

Interdisciplinary Studies

No programs authorized

3. Authorizations to Plan New Programs

North Carolina Agricultural and Technical State University is authorized to plan the following new programs:

a. Baccalaureate Level

Computer and Information Sciences

Computer and information science, general

Education

Reading education

Special education, general

b. Master's Level

Agriculture and Natural Resources

Agricultural economics

Engineering

Electrical engineering

Industrial engineering

4. Enrollments

North Carolina Agricultural and Technical State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
5,130	5,305

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to North Carolina Agricultural and Technical State University in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

North Carolina Agricultural and Technical State University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

North Carolina Central University

1. Academic Organization

North Carolina Central University is a comprehensive university offering programs at the baccalaureate, master's, and first professional levels. Its instructional programs are organized in these colleges and professional schools:

College of Arts and Sciences
School of Business
School of Law
School of Library Science
Graduate School

2. Authorized Degree Programs

North Carolina Central University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration
Business economics

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Health and physical education
Health education (include family life education)
Business, commerce, and distributive education

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Music (liberal arts program)
Dramatic arts

Foreign Languages

French
German
Spanish

Health Professions

Nursing

Home Economics

Home economics, general
Clothing and textiles
Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general
Philosophy

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

Law enforcement and corrections

Parks and recreation management

Social Sciences

Social sciences, general
History
Geography

Political science and government
Sociology
Afro-American (black culture) studies

Interdisciplinary Studies

No programs authorized

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Student personnel (counseling and guidance)
- Educational administration and supervision
- Business, commerce, and distributive education
- Educational media
- Special education, general
- Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Music (liberal arts program)

Foreign Languages

French

Health Professions

No programs authorized

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management

Social Sciences

History	Sociology

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

No programs authorized

d. First Professional Level

Law

Law, general

3. Authorization to Plan New Programs

North Carolina Central University is authorized to plan the following new degree programs:

a. Baccalaureate Level

Fine and Applied Arts

Music history and appreciation

b. Master's Level

None

4. Enrollments

North Carolina Central University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
4,540	4,725

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to North Carolina Central University in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

North Carolina Central University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

North Carolina School of the Arts

1. Academic Organization

The North Carolina School of the Arts is a specialized institution offering instruction to high school students and to undergraduate students through these schools:

School of Dance	School of Drama
School of Design and Production	School of Music

The Academic Studies Division provides courses of instruction at both the high school and college level in English, foreign languages, mathematics, philosophy, the social sciences, and science.

2. Authorized Degree Programs

The North Carolina School of the Arts offers the high school diploma, and the Bachelor of Fine Arts and the Bachelor of Music degrees. The Schools of Dance, Design and Production, Drama, and Music also confer Certificates of Proficiency.

3. Authorizations to Plan New Programs

No new planning authorizations are made.

4. Enrollments

The North Carolina School of the Arts has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
575	580

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to The North Carolina School of the Arts in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

The North Carolina School of the Arts shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

North Carolina State University at Raleigh

1. Academic Organization

North Carolina State University at Raleigh is a major research university, offering degrees at the baccalaureate, master's, and doctoral levels. One of the State's two land-grant institutions, its instructional programs are organized in these colleges and professional schools:

- School of Agriculture and Life Sciences
- School of Design
- School of Education
- School of Engineering
- School of Forest Resources
- School of Humanities and Social Sciences
- School of Physical and Mathematical Sciences
- School of Textiles
- Graduate School

2. Authorized Degree Programs[25]

North Carolina State University is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

- Agronomy (field crops, and crop management)
- Soils science (management and conservation)
- Animal science (husbandry)
- Poultry science
- Horticulture (fruit and vegetable production)
- Agricultural economics
- Food science and technology
- Forestry
- Natural resources management
- Agriculture and forestry technologies

Architecture and Environmental Design

- Environmental design, general
- Landscape architecture
- Product design

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[25] Through the Agricultural Institute, North Carolina State University at Raleigh is also authorized to offer the associate in applied science. A list of these programs is in Appendix A-5-9.

Area Studies

No programs authorized

Biological Sciences

- Biology, general
- Botany, general
- Zoology, general
- Microbiology
- Biochemistry
- Entomology
- Nutrition, scientific (excludes nutrition in home economics and dietetics)
- Pest management for crop protection
- Wildlife biology

Business and Management

- Accounting
- Business management and administration

Communications

No programs authorized

Computer and Information Sciences

- Computer and information sciences, general

Education

- Mathematics education (methodology and theory)
- Science education (methodology and theory)
- Industrial arts, vocational, and technical education
- Agricultural education
- Education, general

Engineering

- Engineering, general
- Aerospace, aeronautical and astronautical engineering
- Chemical engineering (include petroleum refining)
- Civil, construction, and transportation engineering
- Electrical, electronics, and communications engineering
- Mechanical engineering
- Industrial and management engineering
- Materials engineering
- Nuclear engineering
- Textile materials and management
- Biological and agricultural engineering
- Furniture manufacturing and management

Fine and Applied Arts

No programs authorized

Foreign Languages

French

Spanish

Health Professions

Medical laboratory technologies

Pre-dental and pre-medical

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Creative writing
Philosophy

Library Science

No programs authorized

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Physical Sciences

Physics, general
Chemistry, general
Atmospheric sciences and meteorology
Geology
Textile chemistry

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)
Law enforcement and corrections

Social Sciences

Social sciences, general
Economics
History
Political science and government
Sociology
Rural sociology

Interdisciplinary Studies

Biological and physical sciences
Humanities and social sciences

b. Master's Level

Agriculture and Natural Resources

Agriculture, general
Agronomy (field crops, and crop management)
Soils science (management and conservation)
Animal science (husbandry)
Poultry science
Horticulture (fruit and vegetable production)
Agricultural economics
Food science and technology
Forestry
Agriculture and forestry technologies

Architecture and Environmental Design

Architecture
Landscape architecture
Urban architecture
Product design

Area Studies

No programs authorized

Biological Sciences

Botany, general
Plant pathology
Zoology, general
Physiology, human and animal
Microbiology
Biochemistry
Ecology
Entomology
Genetics
Nutrition, scientific (excludes nutrition in home economics and dietetics)
Biomathematics
Wildlife biology

Business and Management

Operations research
Business management and administration

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Adult and continuing education
Special education, general
Student personnel (counseling and guidance)
Curriculum and instruction
Mathematics education (methodology and theory)
Science education (methodology and theory)
Industrial arts, vocational, and technical education
Agricultural education
Educational administration and supervision

Engineering

Engineering, general
Chemical engineering (include petroleum refining)
Civil, construction, and transportation engineering
Electrical, electronics, and communications engineering
Mechanical engineering
Materials engineering
Nuclear engineering
Engineering mechanics
Textile materials and management
Biological and agricultural engineering
Industrial and management engineering

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

Literature, English

Library Science

No programs authorized

Mathematics

Mathematics, general
Statistics, mathematical and theoretical
Applied mathematics

Physical Sciences

Physics, general
Chemistry, general
Atmospheric sciences and meteorology
Geology
Textile chemistry

Psychology

Psychology, general

Public Affairs and Services

Public administration
Parks and recreation management

Social Sciences

Economics
History
Political science and government
Sociology
Rural sociology

Interdisciplinary Studies

Biological and physical sciences
Marine sciences
International development, technology for

c. Intermediate (Sixth-Year) Level

No programs authorized

d. First Professional Level

Doctor of Veterinary Medicine (contingent)

e. Doctoral Level

Agriculture and Natural Resources

Agronomy (field crops, and crop management)
Food science and technology
Forestry

Agriculture and Natural Resources (Cont'd.)

- Soils science (management and conservation
- Animal science (husbandry)
- Horticulture (fruit and vegetable production)
- Agriculture and forestry technologies

Biological Sciences

- Botany, general
- Plant pathology
- Zoology, general
- Physiology, human and animal
- Microbiology
- Biochemistry
- Entomology
- Genetics
- Nutrition, scientific (excludes nutrition in home economics and dietetics)
- Biomathematics

Business and Management

- Operations research

Education

- Adult and continuing education
- Student personnel (counseling and guidance)
- Curriculum and instruction
- Mathematics education (methodology and theory)
- Science education (methodology and theory)
- Industrial arts, vocational, and technical education
- Educational administration and supervision

Engineering

- Chemical engineering (include petroleum refining)
- Civil, construction, and transportation engineering
- Electrical, electronics, and communications engineering
- Mechanical engineering
- Industrial and management engineering
- Materials engineering
- Nuclear engineering
- Engineering mechanics
- Biological and agricultural engineering

Mathematics

- Mathematics, general
- Statistics, mathematical and theoretical
- Applied mathematics

Physical Sciences

- Physics, general
- Chemistry, general
- Fiber and polymer science

Psychology

Psychology, general

Social Sciences

Economics

Sociology

Interdisciplinary Studies

Marine sciences

3. Authorizations to Plan New Programs

North Carolina State University at Raleigh is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Biological Sciences

Toxicology

c. Doctoral Level

Biological Sciences

Toxicology

4. Enrollments

North Carolina State University at Raleigh has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
14,800	15,100

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to North Carolina State University at Raleigh in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

North Carolina State University at Raleigh shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

Pembroke State University

1. Academic Organization

Pembroke State University is a general baccalaureate institution. Its curriculum and size have not necessitated the establishment of separate colleges or schools. Instructional programs are organized in 18 academic departments, and heads of departments report to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

Pembroke State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Art education (methodology and theory)
- Music education (methodology and theory)
- Reading education (methodology and theory)
- Business, commerce, and distributive education
- Health and physical education
- Special education, general

Engineering

- No programs authorized

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (liberal arts program)

Foreign Languages

- French
- Spanish

Health Professions

- Medical laboratory technologies

Home Economics

- Home Economics, general

Law

- No programs authorized

Letters

- English, general
- Philosophy and religion

Library Science

- No programs authorized

Mathematics

- Mathematics, general

Physical Sciences

- Chemistry, general

Psychology

- Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Economics	Political science and government
History	Sociology

Interdisciplinary Studies

Applied science technologies

3. Authorizations to Plan New Programs

Pembroke State University is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Education

Elementary education, general

Educational administration and supervision

4. Enrollments

Pembroke State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
2,020	2,060

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

In the long-range plan adopted in 1976, the Board of Governors took note of the need for master's degree programs in the Pembroke region to serve public school personnel. The Board emphasized the importance of Pembroke State University developing the resources necessary to meet this educational need. As a temporary measure, a cooperative agreement was developed in 1976-77 through which master's programs were offered there under the sponsorship of The University of North Carolina at Charlotte.

It is clear that Pembroke State University should assume responsibility for providing some master's-level programs in education, designed principally for in-service teachers. In the area of faculty appointments, 85 per cent of the new appointees during 1976 held the doctor's degree. (Over the preceding three-year period, 1973-75, 64 per cent of the new appointees held the doctor's degree.) Seventy per cent of the education faculty have the doctorate, and members of that faculty have for some time been teaching graduate courses through adjunct appointments with The University of North Carolina at Charlotte.

Pembroke State University is therefore authorized to plan programs at the master's level in elementary education and in educational administration and supervision. These two programs have been identified as the areas of greatest need for in-service public school personnel in that region.

The planning and development of graduate programs at Pembroke State University shall be coordinated with the planning by the graduate center at Fayetteville State University to insure an effective use of resources in serving the Southeastern region.

6. Revisions of the Long-Range Plan

Pembroke State University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

The University of North Carolina at Asheville

1. Academic Organization

The University of North Carolina at Asheville is a general baccalaureate institution with its instructional program organized in 16 academic departments. Its curriculum and size have not necessitated the establishment of separate schools. All academic department heads now report directly to the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

The University of North Carolina at Asheville is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

No programs authorized

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Dramatic arts

Foreign Languages

French
German
Spanish

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

Literature, English
Classics
Philosophy
Literature and classics

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

- Social sciences, general
- Economics
- History
- Political science and government
- Sociology
- Behavioral analysis
- Behavioral analysis of historical epochs
- Political science and sociology

Interdisciplinary Studies

- Political science and philosophy
- History and classics
- Literature and drama

3. Authorizations to Plan New Programs

The University of North Carolina at Asheville is authorized to plan the following new degree program at the baccalaureate level:

Physical Sciences

Atmospheric sciences and meteorology

4. Enrollments

The University of North Carolina at Asheville has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
1,275	1,350

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The Board of Governors affirms the policies set out in Long-Range Planning, 1976-1981, concerning the cooperative program between The University of North Carolina at Asheville and Western Carolina University on the Asheville campus. This cooperative effort has benefits for both institutions and for the citizens served in the Asheville area.

There remains a need to establish a clearer definition of responsibility for each of the institutions in the offering of undergraduate instruction in Asheville. Accordingly, the President will ask the Chancellor of The University of North Carolina at Asheville and of Western Carolina University to submit to him, by December 31, 1977, their recommendations for an appropriate division of responsibility in the area of undergraduate instruction. The President will then take action to define the responsibility of each institution, effective with the beginning of the fall semester, 1978, and shall report on this matter to the Committee on Educational Planning, Policies, and Programs.

6. Revisions of the Long-Range Plan

The University of North Carolina at Asheville shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

The University of North Carolina at Chapel Hill

1. Academic Organization

The University of North Carolina at Chapel Hill is a major research university, offering programs at the baccalaureate, master's, intermediate, first professional, and doctoral levels. Its instructional programs are offered through the Division of Academic Affairs and the Division of Health Affairs. These Divisions contain the following colleges and professional schools:

Division of Academic Affairs

General College
College of Arts and Sciences
School of Business Administration
School of Education
School of Journalism
School of Law
School of Library Science
School of Social Work

Division of Health Affairs

School of Dentistry
School of Medicine
School of Nursing
School of Pharmacy
School of Public Health

The Graduate School has responsibility for graduate-level programs in both Divisions.

2. Authorized Degree Programs[26]

The University of North Carolina at Chapel Hill is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

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[26] The University of North Carolina at Chapel Hill offers a number of certificate programs in health and allied health professions. These are listed in Appendix A-5-9.

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

African studies
Latin American studies
American studies
International studies

Biological Sciences

Biology, general
Botany, general
Bacteriology
Zoology, general

Business and Management

Business management and administration
Labor and industrial relations

Communications

Journalism (printed media)
Radio, television, and motion pictures

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education (methodology and theory)
Health and physical education
Music education (methodology and theory)
Science education (methodology and theory)

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Dramatic arts
Music (performing, composition, theory)
Music (liberal arts program)

Foreign Languages

- French
- German
- Spanish
- Russian
- Latin
- Italian
- Portugese

Health Professions

- Nursing
- Pharmacy
- Physical therapy
- Dental hygiene
- Medical laboratory technologies
- Radiologic technologies
- Special pre-professional, medicine
- Dental auxiliary teacher education
- Special pre-professional, dentistry
- Public health

Home Economics

No programs authorized

Law

Special pre-professional, law

Letters

- English, general
- Comparative literature
- Linguistics (includes phonetics, semantics, and philology)
- Speech, debate, and forensic science
- Philosophy
- Religious studies (exclude theological professions)
- Classics

Library Science

No programs authorized

Mathematics

- Mathematics, general
- Mathematical sciences

Physical Sciences

- Physics, general
- Chemistry, general
- Geology

Psychology

Psychology, general

Public Affairs and Services

- Parks and recreation management
- Administration of criminal justice

Social Sciences

Social sciences, general
Anthropology
Economics
History
Urban studies
Geography
Political science and government
Sociology
Afro-american (black culture) studies

Interdisciplinary Studies

General liberal arts and sciences
Peace, war and defense

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

City, community, and regional planning

Area Studies

No programs authorized

Biological Sciences

Botany, general
Bacteriology
Zoology, general
Pathology, human and animal
Pharmacology, human and animal
Physiology, human and animal
Parasitology
Anatomy
Biochemistry
Biometrics and biostatistics
Ecology
Genetics
Nutrition, scientific (excludes nutrition in home economics and dietetics)

Business and Management

Business management and administration
Operations research

Communications

Journalism (printed media)
Radio, television, and motion pictures

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Higher education, general
Special education, general
Educational psychology
(include learning theory)
Student personnel
(counseling and guidance)
Curriculum and instruction
Reading education
(methodology and theory)
Art education
(methodology and theory)
Music education
(methodology and theory)
Health and physical education
Educational administration and supervision
Student personnel services in higher education
Educational media
Science education (methodology and theory)

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)
Art history and appreciation
Music (performing, composition, theory)
Music (liberal arts program)
Dramatic arts

Foreign Languages

French
German
Spanish
Latin
Slavic languages (including Russian)
Germanic languages
Romance languages and literatures

Health Professions

Nursing
Dental specialties
Pharmacy
Physical therapy
Public health
Environmental sciences and engineering
Health administration
Health education
Speech pathology and audiology
Public health nursing
Maternal and child health
Epidemiology
Rehabilitation counseling

Home Economics

No programs authorized

Law

No programs authorized

Letters

- English, general
- Comparative literature
- Classics
- Linguistics (include phonetics, semantics, and philology)
- Speech, debate, and forensic science
- Philosophy
- Religious studies (exclude theological professions)
- Folklore

Library Science

- Library science, general

Mathematics

- Mathematics, general
- Statistics, mathematical and theoretical

Physical Sciences

- Physical sciences, general
- Physics, general
- Chemistry, general
- Geology

Psychology

- Psychology, general
- School psychology

Public Affairs and Services

- Public administration
- Parks and recreation management
- Social work and helping services (other than clinical social work)

Social Sciences

- Anthropology
- Economics
- History
- Geography
- Political science and government
- Sociology
- International relations
- Social sciences, general

Interdisciplinary Studies

- Biomedical sciences and mathematics
- Marine sciences

c. Intermediate (Sixth-Year) Level

Fine and Applied Arts

- Dramatic arts

d. Certificate (Sixth-Year Level)

Education

Educational administration and supervision

e. First Professional Level

Health Professions

Dentistry, D.D.S. degree

Medicine, M.D. degree

Law

Law, general

e. Doctoral Level

Architecture and Environmental Design

City, community, and regional planning

Biological Sciences

Botany, general
Bacteriology
Zoology, general
Pathology, human and animal
Pharmacology, human and animal
Physiology, human and animal
Anatomy
Biochemistry
Biometrics and biostatistics
Ecology
Genetics
Neurosciences
Parasitology
Nutrition, scientific (excludes nutrition in home economics and dietetics)

Business and Management

Business and management and administration

Operations research

Communications

Mass communications research

Computer and Information Sciences

Computer and information sciences, general

Education

Higher education, general
Special education, general
Social foundations (history and philosophy of education)
Educational administration and supervision
Educational psychology (include learning theory)
Student personnel (counseling and guidance)
Curriculum instruction

Fine and Applied Arts

Art history and appreciation
Music (liberal arts program)

Foreign Languages

Slavic languages (including Russian)
Germanic languages
Romance languages and literatures

Health Professions

Pharmacy
Environmental sciences and engineering
Health administration
Health education
Maternal and child health
Epidemiology

Letters

English, general
Comparative literature
Classics
Linquistics (includes phonetics, semantics, and philology)
Philosophy

Library Science

Library science, general

Mathematics

Mathematics, general
Statistics, mathematical and theoretical

Physical Sciences

Physics, general
Chemistry, general
Geology

Psychology

Psychology, general
School psychology

Social Sciences

Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Biomedical sciences and mathematics
Marine sciences

3. Authorizations to Plan New Programs

The University of North Carolina at Chapel Hill is authorized to plan the following new degree programs:

a. Baccalaureate Level

Area Studies

East Asian studies

Physical Sciences

Astronomy

b. Master's Level

Health Professions

Dental auxiliary teacher education

Occupational therapy - basic

Letters

Religion

c. Doctoral Level

Health Professions

Speech pathology and audiology

4. Enrollments

The University of North Carolina at Chapel Hill has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

	1977-78	1978-79
Academic Affairs	15,400	15,450
Health Affairs	4,101	4,223
Total	19,501	19,673

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to The University of North Carolina at Chapel Hill in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

The University of North Carolina at Chapel Hill shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

The University of North Carolina at Charlotte

1. Academic Organization

The University of North Carolina at Charlotte is a comprehensive university offering programs at the baccalaureate and master's levels. Its instructional programs are organized in these colleges and professional schools:

College of Architecture
College of Business Administration
College of Engineering
College of Human Development and Learning
College of Humanities
College of Nursing
College of Science and Mathematics
College of Social and Behavioral Sciences

2. Authorized Degree Programs

The University of North Carolina at Charlotte is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

Architecture

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general[27]
- Art education (methodology and theory)
- Music education (methodology and theory)

Engineering

- Engineering technologies
- Engineering science, mechanics and materials
- Engineering analysis and design
- Urban and environmental engineering

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (performing, composition, theory)
- Dramatic arts
- Dance

Foreign Languages

- French
- German
- Spanish

Health Professions

- Nursing

Home Economics

No programs authorized

Law

No programs authorized

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[27] The University of North Carolina at Charlotte does not grant a baccalaureate degree in elementary education but does offer preparation for teachers in elementary education who are candidates for degrees in human development and learning.

Letters

English, general
Creative writing
Philosophy
Religious studies (exclude theological professions)

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

Law enforcement and corrections
Human services, general

Social Sciences

Economics
History
Geography
Political science and government
Sociology
Anthropology
Afro-American (black culture) studies

Interdisciplinary Studies

No programs authorized

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general	Educational administration
Student personnel (counseling and guidance)	Curriculum and instruction

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Chemistry, general

Psychology

No programs authorized

Public Affairs and Services

Public administration

Social Sciences

History

Geography

Interdisciplinary Studies

No programs authorized

3. Authorizations to Plan New Programs

The University of North Carolina at Charlotte is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Architecture and Environmental Design

City, community, and regional planning

Engineering

Engineering, general

4. Enrollments

The University of North Carolina at Charlotte has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
6,525	7,000

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to The University of North Carolina at Charlotte in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

The University of North Carolina at Charlotte shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

The University of North Carolina at Greensboro

1. Academic Organization

The University of North Carolina at Greensboro is a doctoral-granting university, offering programs at the baccalaureate, master's, intermediate and doctoral level. Its instructional programs are organized in these colleges or professional schools:

College of Arts and Sciences
School of Business and Economics
School of Education
School of Health, Physical Education and Recreation
School of Home Economics
School of Music
School of Nursing
Graduate School

2. Authorized Degree Programs

The University of North Carolina at Greensboro is authorized to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

Latin American studies

Biological Sciences

Biology, general

Business and Management

Accounting
Business management and administration
Marketing and purchasing
Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Education of the deaf
- Art education (methodology and theory)
- Business, commerce, and distributive education
- Music education (methodology and theory)
- Health and physical education
- Health education (include family life education)

Engineering

No programs authorized

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Art history and appreciation
- Music (performing, composition, theory)
- Music history and appreciation (musicology)
- Dramatic arts
- Dance

Foreign Languages

- French
- German
- Spanish
- Latin
- Greek, classical

Health Professions

- Nursing
- Speech pathology and audiology
- Medical laboratory technologies

Home Economics

- Home economics, general
- Home decoration and home equipment
- Clothing and textiles
- Family relations and child development
- Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

English, general
Speech, debate, and forensic science
Philosophy
Religious studies (exclude theological professions)

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)

Social Sciences

Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Interdepartmental studies

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Educational testing, evaluation and measurement
- Student personnel (counseling and guidance)
- Science education (methodology and theory)
- Health and physical education
- Education of the deaf
- Educational administration
- Educational supervision
- Art education (methodology and theory)
- Music education (methodology and theory)
- Health education (include family life education)
- Business, commerce, and distributive education

Engineering

No programs authorized

Fine and Applied Arts

- Art, (painting, drawing, sculpture)
- Music (performing, composition, theory)
- Dramatic arts
- Dance

Foreign Languages

- French
- Spanish

Health Professions

- Speech pathology and audiology
- Nursing

Home Economics

- Home economics, general
- Clothing and textiles
- Consumer economics and home management
- Family relations and child development
- Foods and nutrition (include dietetics)

Law

No programs authorized

Letters

- English, general
- Speech, debate, and forensic science
- Creative writing

Library Science

Library science, general

Mathematics

Mathematics, general

Physical Sciences

- Physics, general
- Chemistry, general

Psychology

- Psychology, general
- School psychology

Public Affairs and Services

No programs authorized

Social Sciences

- Social sciences, general
- Economics
- History
- Sociology
- Political science and government

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Student personnel
(counseling and guidance)
Educational administration

Psychology

School psychology

d. First Professional Level

No programs authorized

e. Doctoral Level

Education

Student personnel
(counseling and guidance)
Educational administration
Curriculum and instruction
Music education
(methodology and theory)
Health and physical education

Home Economics

Home economics, general
Clothing and textiles
Consumer economics and
home management
Family relations and child
development
Foods and nutrition
(include dietetics)

Letters

English, general

Psychology

Psychology, general

3. Authorizations to Plan New Programs

The University of North Carolina at Greensboro is authorized to plan the following new degree programs:

a. Baccalaureate Level

None

b. Master's Level

Education

Educational media

Educational psychology

Special education, general

4. Enrollments

The University of North Carolina at Greensboro has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
8,200	8,500

Enrollment projections extending through 1982-83 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to The University of North Carolina at Greensboro in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

The University of North Carolina at Greensboro shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

The University of North Carolina at Wilmington

1. Academic Organization

The University of North Carolina at Wilmington is a general baccalaureate institution. Its curriculum and size have not necessitated the establishment of separate colleges and schools. Instructional programs are organized in 20 academic departments and each department head reports to the Vice Chancellor for Academic Affairs.

In 1977 the Board of Governors authorized the establishment of two master's programs in education, and these new graduate programs will be initiated in 1978. A division of graduate studies is therefore to be established in the Office of the Vice Chancellor for Academic Affairs.

2. Authorized Degree Programs

The University of North Carolina at Wilmington is authorized to offer the associate degree in nursing and to offer programs of study leading to degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Programs

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Marine biology

Business and Management

Accounting
Business management and administration
Marketing and purchasing
Business economics

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

Elementary education, general
Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

Fine arts, general

Foreign Languages

French
Spanish

Health Professions

Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general
Philosophy and religion

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physics, general
Chemistry, general
Geology
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Environmental studies

b. Master's Level

Education

Elementary education, general
Educational administration and supervision

3. Authorizations to Plan New Programs

The University of North Carolina at Wilmington is authorized to plan the following new degree programs:

a. Baccalaureate Level

Education

Special education, general

Letters

Speech, debate, and forensic science

Public Affairs and Services

Parks and recreation management

b. Master's Level

Biological Sciences

Marine biology

4. Enrollments

The University of North Carolina at Wilmington has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
3,110	3,300

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The University of North Carolina at Wilmington will begin instruction at the master's level in education during 1978. These graduate programs are intended primarily as in-service programs to serve public school teachers in that region.

The institution has also developed strong undergraduate programs in biology. It operates the Institute of Marine Biomedical Research and participates in The University's Marine Sciences Council. During 1977-78, therefore, the institution is authorized to plan a master of science program in marine biology.

6. Revisions of the Long-Range Plan

The University of North Carolina at Wilmington shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

Western Carolina University

1. Academic Organization

Western Carolina University is a comprehensive university, offering programs at the baccalaureate, master's, and intermediate level. Its instructional programs are now organized in these colleges and professional schools:

- School of Arts and Sciences
- School of Business
- School of Education and Psychology
- School of Nursing and Health Sciences
- School of Technology and Applied Science
- Graduate School

2. Authorized Degree Programs

Western Carolina University is authorized to offer programs of study leading to the degrees in the discipline divisions and specialties as set forth below:

a. Baccalaureate Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

- Accounting
- Banking and finance
- Business management and administration
- Marketing and purchasing
- Secretarial studies
- Business economics
- Business law

Communications

No programs authorized

Computer and Information Sciences

Computer and information sciences, general

Education

- Elementary education, general
- Special education, general
- Speech correction
- Reading education (methodology and theory)
- Art education (methodology and theory)
- Music education (methodology and theory)
- Science education (methodology and theory)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education
- Health and physical education
- Educational media
- Health education (include family life education)

Engineering

No programs authorized

Fine and Applied Arts

- Art (painting, drawing, sculpture)
- Music (liberal arts program)
- Dramatic arts

Foreign Languages

- French
- German
- Spanish

Health Professions

- Nursing
- Medical record librarianship
- Medical laboratory technologies

Home Economics

Home economics, general

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physical sciences, general
Physics, general
Chemistry, general
Geology
Earth sciences, general

Psychology

Psychology, general

Public Affairs and Services

Parks and recreation management
Social work and helping services (other than clinical social work)
Law enforcement and corrections

Social Sciences

Social sciences, general
Anthropology
Economics
History
Geography
Political science and government
Sociology

Interdisciplinary Studies

Special studies

b. Master's Level

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

- Elementary education, general
- Junior and community college education
- Special education, general
- Speech correction
- Student personnel (counseling and guidance
- Educational administration
- Educational supervision
- Educational media
- Curriculum and instruction
- Reading education (methodology and theory)
- Music education (methodology and theory)
- Business, commerce, and distributive education
- Industrial arts, vocational, and technical education
- Health and physical education

Engineering

No programs authorized

Fine and Applied Arts

No programs authorized

Foreign Languages

No programs authorized

Health Professions

No programs authorized

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

Physical sciences, general

Chemistry, general

Psychology

Psychology, general

Clinical psychology

School psychology

Public Affairs and Services

No programs authorized

Social Sciences

Social sciences, general

History

Geography

Interdisciplinary Studies

No programs authorized

c. Intermediate (Sixth-Year) Level

Education

Elementary education, general

Educational administration

Educational supervision

Curriculum and instruction

Psychology

School psychology

3. Authorizations to Plan New Programs

Western Carolina University is authorized to plan the following new degree programs:

a. Baccalaureate Level

Health Professions

Environmental health

Interdisciplinary Studies

Engineering technologies

b. Master's Level

Education

Art education

Fine and Applied Arts

Art

Home Economics

Home economics, general

4. Enrollments

Western Carolina University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
5,645	5,900

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The Board of Governors affirms the policies set out in Long-Range Planning, 1976-1981, concerning the cooperative program between Western Carolina University and The University of North Carolina at Asheville on the Asheville campus. This cooperative effort has benefits for both institutions and for the citizens served in the Asheville area.

There remains a need to establish a clearer definition of responsibility for each of the institutions in the offering of undergraduate instruction in Asheville. Accordingly, the President will ask the Chancellor of Western Carolina University and of The University of North Carolina at Asheville to submit to him, by December 31, 1977, their recommendations for an appropriate division of responsibility in the area of undergraduate instruction. The President will then take action to define the responsibility of each institution, effective with the beginning of the fall semester, 1978, and shall report on this matter to the Committee on Educational Planning, Policies, and Programs.

Western Carolina University has also established an educational center in Cherokee in cooperation with the Tribal Council of the Eastern Band of the Cherokee Indians. The programs of the center are offered at the Cherokee High School. To facilitate the expansion and enhance the effectiveness of the services of the center, the Board of Governors requests the President to seek to have students pursuing degree programs at the center designated regular term students for budget purposes.

6. Revisions of the Long-Range Plan

Western Carolina University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

Winston-Salem State University

1. Academic Organization

Winston-Salem State University is a general baccalaureate institution. Its instructional programs are in nine academic departments and the School of Nursing. The heads of these units report to the Academic Dean.

2. Authorized Degree Programs

Winston-Salem State University is authorized to offer programs of study leading to the baccalaureate degree in the discipline divisions and specialties as set forth below:

Agriculture and Natural Resources

No programs authorized

Architecture and Environmental Design

No programs authorized

Area Studies

No programs authorized

Biological Sciences

Biology, general

Business and Management

Business management and administration	Secretarial studies

Communications

No programs authorized

Computer and Information Sciences

No programs authorized

Education

Elementary education, general
Art education
    (methodology and theory)
Music education
    (methodology and theory)
Business, commerce, and
    distributive education
Health and physical education
Special education, general

Engineering

No programs authorized

Fine and Applied Arts

Art (painting, drawing, sculpture)

Foreign Languages

No programs authorized

Health Professions

Nursing
Medical laboratory technologies

Home Economics

No programs authorized

Law

No programs authorized

Letters

English, general

Library Science

No programs authorized

Mathematics

Mathematics, general

Physical Sciences

No programs authorized

Psychology

Psychology, general

Public Affairs and Services

No programs authorized

Social Sciences

- History
- Political science and government
- Sociology
- Urban studies

Interdisciplinary Studies

Applied science technologies

3. Authorizations to Plan New Programs

Winston-Salem State University is authorized to plan the following new degree programs at the baccalaureate level:

Computer and Information Sciences

Computer and information sciences, general

Public Affairs and Services

Public administration

4. Enrollments

Winston-Salem State University has these annual enrollment levels authorized in the 1977-79 Budget Request of the Board of Governors (in full-time equivalent regular session students):

1977-78	1978-79
2,040	2,170

Enrollment projections extending through 1981-82 shall be acted on by the Board of Governors as amendments to Long-Range Planning, 1977-1982 in the immediate future.

5. Special Responsibilities

The basic statement of responsibilities assigned to Winston-Salem State University in Long-Range Planning, 1976-1981 is affirmed.

6. Revisions of the Long-Range Plan

Winston-Salem State University shall submit to the President, in accordance with instructions and schedules to be published, any proposed revisions in its institutional long-range plan and educational mission for the period 1978-1983. After 1978, the long-range plan shall be reviewed and revised on a biennial basis.

CHAPTER SIX

FUTURE PLANNING AND PROGRAM REVIEW

A. Introduction

The preceding chapters of this long-range plan have described the present state of higher education in North Carolina in general and the state of The University of North Carolina in particular. Goals for the present planning period have been set forth, together with objectives and tasks for each of the constituent institutions of The University. Mechanisms and procedures for coordination of efforts among the constituent institutions, the Community College System, and the private colleges and universities have been described. This concluding chapter is concerned with the general substance and timing of future planning in The University, and with the special planning studies that must be conducted in 1977-78.

B. Objectives

The planning and governance responsibilities of the Board of Governors are declared by statute to have three principal objectives: to extend the benefits of higher education, to improve the quality of higher education, and to achieve a more economical use of resources committed to higher education. Concurrently, three basic public needs are implicitly designated to be served, within the limits of the resources available: (1) degree programs are to be offered as necessary to the higher education of eligible students, (2) research programs that advance the boundaries of knowledge are to be encouraged and supported, and (3) public service programs consistent with the higher education mission of The University are to be provided to the citizens of the State. Planning and evaluation are necessary means for effectively carrying out these purposes.

The long-range planning activities of the Board of Governors are based on these assumptions:

(1) A defined and regularized planning process will aid each constituent institution, the President, and the Board of Governors in the establishment of specific objectives and tasks, in the ordering of priorities to accomplish those tasks, and in responding more effectively to those needs which the State looks to its University to meet.

(2) A carefully-designed long-range plan, built upon comprehensive information resources and periodically revised to adapt to changing situations and needs, will more effectively inform the budgetary responsibilities assigned by statute to the Board of Governors, as well as all University policy decisions. Moreover, it will inform agencies external to The University, and specifically the Governor, the Advisory Budget

Commission, and the General Assembly, of the state of higher education, the tasks before The University, and the contributions of The University.

(3) The planning process must reflect for all of the constituent institutions sufficient consistency in planning structure, format, schedule, and methods for a coordinated effort and a coordinated plan to be accomplished.

Planning is a means to an end, not an end in itself. Its purpose is not to divert administrators, faculty, and staff of the institutions from the educational enterprise for which the institutions exist. Rather, its purpose is to assist them in meeting more effectively the educational responsibilities they carry. This fundamental consideration points to the need, first, to adapt and relate the internal planning processes of The University, and the associated data collections and analyses, to those informational and reporting obligations that The University has vis à vis various external agencies. To the extent this can be done, duplication of effort can be avoided and the administrative task simplified.

Second, the planning process itself must be adaptive to changing needs and situations, so the process, as well as its substantive content, requires regular evaluation in the light of experience.

C. Information Resources

The University of North Carolina annually, on behalf of federal agencies, engages in two major information-gathering activities with respect to its own operations. The first of these is the Higher Education General Information Survey (HEGIS), sponsored by the Office of Education, Department of Health, Education and Welfare. All institutions of higher education participate to some degree in the Survey, and report through this device various types of information about enrollments, degrees conferred, faculty and staff, library resources, and institutional finances.

The second comprehensive information-gathering activity that The University of North Carolina participates in is an annual compilation of institutional data required by the Office for Civil Rights of the Department of Health, Education and Welfare. This reporting requirement was assumed by North Carolina as a means of monitoring progress toward the elimination of racial duality in public higher education.

The HEGIS and OCR data collection provide a great volume of information about most areas of University activity that is pertinent to long-range planning. Predictably, the definitions established for the various data elements in these reports are not always consistent with one another, and they are often markedly different from practices followed in the various institutions and from State reporting requirements. A substantial measure of adaptation will be necessary so that these major reporting efforts can be used as basic sources for the information system of The University needed for its own planning and other purposes. The principal reporting requirements added to HEGIS and OCR reports are the North Carolina Higher Education Data Collection (which with the HEGIS data are the bases for the annual Statistical Abstract of Higher Education in North Carolina), and various State budget reports. It is in the area of finance, in fact, that the national data compilations such as HEGIS are of little value. Data elements in HEGIS financial reports are broad and difficult to match against State and institutional accounting practices and requirements. Accordingly, here The University necessarily looks to State budgeting data as the source for planning and other purposes. During the last year, The University has developed, in consultation with the State Auditor and the Office of State Budget and Management, a uniform chart of accounts for all of the constituent institutions.

The federal informational and reporting requirements necessitate a significant commitment of University resources in compliance. Indeed, the magnitude of these activities is such that the costs of developing additional information requirements that would be more consistent with University and State data element definitions, and more precisely refined to University and State informational requirements, would at this time be prohibitive. It is essential, therefore, that University requirements be joined as closely as possible to a major reliance on the federal data collections.

Having noted these limitations, however, the important point is that the institutions are now in a position to provide on a regular basis, working with common definitions of data elements, comprehensive and detailed information needed to assess their own activities and to plan for the future, and needed also by the Board of Governors to meet its overall planning and governance responsibilities. Augumented by special studies that may be necessary from time to time (such as the survey of clinical facilities needed in the preparation of the five-year plan for nursing education), and supplemented by additional data elements that must be added by The University and by other reporting requirements that may be needed, these sources provide a sound basis for the information system necessary for planning.

Additional resources that are important in planning and governance functions are accreditation studies and reports. Each of the constituent institutions of The University and all of the private colleges and universities are accredited by the Southern Association of Colleges and Schools. Accreditation must be renewed at ten-year intervals. The process requires a major institutional self-study, a site visit by an accreditation survey team, and then a report back to the institution by the Association. In addition to these institution-wide accreditation processes, there are separate accreditation arrangements for many professional programs. For example, schools of nursing, medicine, law, and business administration at various institutions must meet individual accreditation association requirements, typically involving departmental self-studies, site visits, and reports. There are more than 150 separate program accreditations among the constituent institutions. In some instances such accreditation is mandatory if graduates of the schools are to be eligible to be licensed to practice their profession. Standards and criteria for accreditation vary widely in specificity and in rigor of application among the various professions and associations.

A final major element of information gathering and analysis that is closely joined to all planning and governance activity is the preparation of the unified budget request of the Board of Governors and the budget allocation process that follows General Assembly action. These procedures have been previously described in Chapter Two, Section B, of this long-range plan. It has been pointed out also that a key function of planning is to inform the budget process -- *i.e.*, the allocation of resources. Budget development, however, obviously informs the planning activity in turn, since it entails an assessment of needs and a determination of priorities by each institution and then on a University-wide basis by the Board of Governors. Further, the budget process provides a schedule to which orderly planning can and must be related.

D. Long-Range Planning: Schedule and Content

The information activities previously described provide for all of the institutions and for the Board of Governors the base upon which an informed planning process can be maintained and strengthened.

Planning is a joint endeavor of the constituent institutions and of the President and his staff to prepare plans for consideration by the Board of Governors. It is the responsibility of the President and his staff to keep currently informed of educational needs, trends, and problems on a State, regional, and national basis as they bear upon the constituent institutions of The University. They must also give continuous attention to those programs and activities of a multi-institutional character, including relationships among the constituent institutions and between them and the Community College System and the private sector. Further, it is the responsibility of the President to represent The University in relationships with the governmental and political authorities of the State and at the national level, receiving their contributions to the planning effort and interpreting to them the plans and needs of The University.

1. Amendment of the Academic Program Plan: Sequence and Frequency

This long-range plan will be reviewed as revised during 1978 and thereafter on a biennial basis.

Planning at the institutional level will focus upon the review of the "Academic Program Plan" of each constituent institution, together with appropriate further definitions by the Board of Governors of institutional responsibilities and objectives and assignments in research and public service. This review will be coordinated with and supplemented by special planning studies and program evaluations that may be initiated by the Board of Governors, and the established processes of liaison and consultation with the Community College System and with the private colleges and universities.

The President shall provide to each Chancellor early in 1978 guidelines and instructions for the preparation of any proposed amendments to the long-range plan. Each Chancellor will submit to the President, after appropriate consultation with faculty, any proposed revisions in the Academic Program Plan and in the educational mission of the institution he serves over the next five-year period. The proposed revisions in the long-range plan shall include the following elements:

(1) Requests for authorization to plan new degree programs;

(2) Status reports on new program planning that has been previously authorized;

(3) Recommendations for the discontinuance of any existing degree program or program track;

(4) Requests for the establishment of any new college or professional school, any proposed major reorganization in the structure or status of existing colleges or schools, or any new public service institute or center;

(5) Enrollment projections; and

(6) Other pertinent recommendations, requests, or projections concerning research, public service, student services, administrative support, or other areas, as may be required by the President and the Board of Governors or as the institution may need to incorporate into its planning proposals.

These comprehensive requests for revisions of the institutional plans shall be submitted in a format and on a schedule to be established by the

President. The President shall submit the institutional proposals and other special studies and reports that he may have prepared, together with his recommendations, to the Committee on Educational Planning, Policies, and Programs of the Board of Governors. The Committee shall then make its report and recommendations to the Board, and the Board will take such actions to amend the long-range plan as it may deem necessary and appropriate.

The Board shall then issue a revised long-range plan, including for each constituent institution an "Academic Program Plan" that will include an inventory of all currently authorized degree programs offered by each of the institutions, an inventory of any new programs that the institutions may have been authorized to plan, and statements of policy and assignments of responsibility in organized research, public service, and in other areas that may need to be addressed generally or for particular constituent institutions. The next cycle for comprehensive review and consideration of amendments to the long-range plan will then be initiated in time for the process to be completed in 1980.

2. Establishment of New Programs

General procedures to be followed in the establishment of new programs for which planning has been authorized have been outlined in Chapter Five of this plan. (See pages 261-263.) Requests to establish new programs shall include specific information concerning need, estimated demand, degree requirements, faculty and supporting staff, library resources, facilities and equipment requirements, administrative arrangements, racial impact assessments, and accreditation objectives and schedules where pertinent. With reference to faculty, staff, library, facilities, and all other supporting resources, the request shall indicate the extent to which requirements can be met from existing institutional resources and how such reallocations may affect existing programs, and the extent to which new resources are necessary, together with estimated costs over a five-year period.

The President shall prepare necessary detailed instructions and guidelines for the submission of new program proposals. The specific instructions shall be adapted as necessary for the review of program proposals at the baccalaureate, master's, first professional, and doctoral levels. In the review of proposals for establishing new graduate programs, the President may seek the advice of The University Graduate Council on the academic merits and integrity of proposed programs, and on standards for graduate degrees generally. The President may establish such other councils or other special advisory committees as he may deem necessary for the review of any program proposals, and he may utilize outside consultants to assist in reviews and evaluations.

Proposed amendments to the long-range plan may include requests for authorization to plan programs at the master's level as part of the annual revision of the Academic Program Plan, if the proposing institution can present demonstrable evidence of need for such programs. However, the readiness of an institution not previously authorized by the Board of Governors to offer programs at the post-baccalaureate level for which there may be demonstrable need will be carefully evaluated on the basis of evidence of the need for the program and:

(1) The level of instructional activity in that institution in baccalaureate programs in the same discipline division and specialty, as

indicated by numbers of degrees conferred, undergraduate majors currently enrolled, and total credit hours of instruction;

(2) Effectiveness of undergraduate programs in the same discipline division and specialty as indicated by accreditation reports, student achievement, and other appropriate measures;

(3) The presence of a qualified graduate faculty, as evidenced by research and teaching experience and by their holding the appropriate terminal degree in that discipline or by some appropriate other measures, and in sufficient number to assure the necessary breadth of competencies to sustain the program at an acceptable level of effectiveness for the projected enrollment levels, or the availability of resources to appoint sufficient new faculty to provide this needed strength;

(4) The presence of adequate library resources, or specialized laboratory, computer, and other necessary resources and facilities, to sustain an effective program, or the prospect that adequate resources can be made available to provide requisite levels of strength in these areas; and

(5) Evidence that master's-level programs can be sustained without diverting needed resources from undergraduate programs.

Any constituent institution currently authorized to offer master's degree programs may request authorization to establish certificate programs at the sixth-year level, where there is demonstrable evidence of need, in its proposed annual revisions of the Academic Program Plan. Authorization to establish such programs may be granted, provided that there is evidence of strong programs at the master's level in the same discipline divisions and specialties as measured by the indicators just enumerated, and that adequate faculty, library and other resources are available or can be provided without detriment to established programs at the master's or baccalaureate level. Certificates of advanced study shall be reviewed as degree program tracks.

Only the institutions currently authorized to offer programs at the doctoral level may request approval, in instances of compelling and demonstrable need, to plan new programs at this level.

No institution is authorized at this time to request approval to plan new programs at the first professional level, except that a study of the need for offering the degree Doctor of Pharmacy (Pharm.D.) is to be made during 1977-78 by the President in association with The University of North Carolina at Chapel Hill. This study will be conducted in conjunction with the review of graduate programs in the health professions, and recommendations will be submitted to the Board of Governors concerning a first professional degree in pharmacy in the spring of 1978.

3. Review of Existing Programs

It was pointed out in Chapter Five that, during 1977-78, the Board of Governors entered into a new phase of its academic program planning. Prior to 1977, program planning and review was concerned principally with new programs. In Long-Range Planning, 1976-1981, the Board directed that steps be taken to review and evaluate existing programs. It was stated that when any program is found as a result of such study and review to be "unproductive, excessively costly, or unnecessarily duplicative," the Board of Governors shall give due notice of withdrawal of the authorization to the institution to offer the program.

Moreover, programs that were found not to meet necessary standards of effectiveness, but which were deemed to meet an important educational need, were to be strengthened as a matter of priority over the creation of new programs in an institution. The program would then be reviewed annually to determine whether satisfactory progress is being made. If the Board found that satisfactory progress was not being made in strengthening the program, as measured by accreditation status or other appropriate indicators, due notice of withdrawal of approval of the program at that institution would be given.

In 1976-77 two major program review and evaluation studies were made and acted on by the Board of Governors. These were the study of baccalaureate-level programs in the health professions and the study of teacher education programs. These studies, and the actions taken as a result of the findings of the studies, are reported in detail in Chapter Five. It should be emphasized here that both studies found the condition of the programs of the institutions of The University to be basically sound and in some instances excellent. Some programs and program tracks were discontinued because of a lack of need for them and for other reasons, and others have been required to develop plans for improvement.

Additional time is required for the preparation and review of the program improvement plans, and for the collection of more current data, as called for in the teacher education and health professions program studies. Moreover, considerable time and attention must be given during 1977-78 to implementing the general policy recommendations approved by the Board in acting on the teacher education study. Accordingly, no program evaluations shall be initiated in 1977-78 except for the study of graduate programs in the health professions.

4. Special Studies To Be Made in 1977-78

A principal focus of academic planning that must be accomplished in 1977-78 is a special study mandated by the 1977 Session of the General Assembly.

House Joint Resolution 512, ratified on July 1, 1977, directed the Board of Governors

> . . . (a) to make a comprehensive study of (1) faculty work load, (2) the tenure system, and (3) related professional work of faculty in constituent institutions of The University of North Carolina, and (b) to report its findings to the members of the General Assembly not later than February 1, 1979.

This clearly is a study of major importance that will encompass, in some basic ways, all institutional, research, and public service activities of The University of North Carolina.

In addition to the study of faculty work load and the tenure system, the Board anticipates further important planning activities in connection with the State Plan, Phase II. Further, as noted in Chapter Five, comprehensive studies of the Educational Television Network, and of University needs and resources in computing, are to be initiated during 1977-78.

E. Conclusion

This description of the long-range planning objectives and processes has placed considerable emphasis upon the importance of flexibility and the need for procedures that call for regular assessment and adaptation of the plan and of assignments of responsibilities to each institution. These objectives are incorporated into the procedures that call for regular review of the plan and related institutional missions and tasks.

It is important to conclude this planning document by noting that these procedures for change should not be construed to imply that institutional missions and the objectives and tasks declared in this plan are ephemeral or casual, or lightly to be altered. The capacity for change is essential, but so is a measure of stability and continuity. The plan reflects not only the current opinions of the institutions and the Board of Governors, but the experience that has shaped the institutions and their programs. In the absence of major and rapid shifts in circumstances, needs, and opportunities of the institutions, it is reasonable to anticipate that future program changes will likely be relatively slow and incremental. The necessity not to compromise the quality of needed existing programs by the creation of new ones means that the need for program additions must be well-documented, and that more rigorous attention must be directed to the existing program structure in all planning for new programs.

APPENDICES

Table A-2-1

UNDERGRADUATE TRANSFERS TO NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1967 TO FALL 1976

Type of Institution	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976 Number	Fall 1976 % Change Over 1975
To Public Senior Institutions:											
From Community Colleges	258	482	730	988	1,326	1,535	1,698	1,947	2,071	1,984	-4.2%
From Private Junior Colleges	896	1,055	1,020	1,177	1,131	1,113	1,145	1,040	1,067	797	-25.3
From Public Senior Institutions	610	611	743	929	1,090	1.059	1,235	1,343	1,422	1,205	-15.3
From Private Senior Institutions[1]	471	565	687	695	686	584	668	611	730	550	-24.7
From Out-of-State Institutions	1,279	1,161	1,260	1,257	1,278	1,159	1,350	1,461	1,462	1,240	-15.2
Subtotal	3,514	3,874	4,440	5,046	5,511	5,450	6,096	6,402	6,752	5,776	-14.5
To Private Senior Institutions:[1]											
From Community Colleges	81	147	164	193	293	395	395	473	564	684	21.3
From Private Junior Colleges	499	585	511	514	498	491	387	350	430	445	3.5
From Public Senior Institutions	286	251	283	353	397	401	371	413	442	454	2.7
From Private Senior Institutions[1]	223	224	256	204	230	208	208	211	202	251	24.3
From Out-of-State Institutions	673	784	780	771	834	823	886	996	951	1,116	17.4
Subtotal	1,762[a]	1,991[a]	1,994[a]	2,035[a]	2,252[a]	2,318[a]	2,247[a]	2,443	2,589	2,950	13.9
To Community Colleges:											
From Community Colleges	-	36	87	138	202	[illegible]	320	311	500	272	-45.6
From Private Junior Colleges	-	182	190	245	212	203	188	187	209	120	-42.6
From Public Senior Institutions	-	301	375	577	647	652	640	667	855	477	-44.2
From Private Senior Institutions[1]	-	175	236	324	249	287	258	286	308	189	-38.6
From Out-of-State Institutions	-	194	260	455	466	478	626	621	872	478	-45.2
Subtotal	-	888[b]	1,148	1,739	1,776	1,827	2,032	2,072	2,744	1,536[c]	-44.0
To Private Junior Colleges:											
From Community Colleges	18	15	19	21	21	39	29	29	41	57	39.0
From Private Junior Colleges	34	33	23	24	22	20	9	15	13	10	-23.1
From Public Senior Institutions	60	73	41	59	60	50	37	43	63	43	-31.7
From Private Senior Institutions[1]	41	30	32	22	19	19	13	27	25	18	-28.0
From Out-of-State Institutions	111	132	103	82	75	57	91	84	99	96	-3.0
Subtotal	264	283	218	208	197	185	179	198	241	224	-7.1
TOTAL TRANSFERS TO NORTH CAROLINA INSTITUTIONS	-	7,036	7,800	9,028	9,736	9,780	10,554	11,115	12,326	10,486	-14.9

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[a] Does not include Duke University.

[b] Does not include Central Piedmont Community College.

[c] This decrease is due in part to the presence of transfers into vocational and technical programs in prior years. These transfers for Fall 1976 are reported in a separate table at the end of this section.

[1] Includes Bible colleges.

-Data not available.

Table A-2-2

UPPER DIVISION AND POST-BACCALAUREATE ENROLLMENT BY MAJOR FIELD OF STUDY IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1976

MAJOR FIELD OF STUDY	UPPER DIVISION UNDERGRADUATE			GRADUATE			FIRST PROFESSIONAL			TOTAL STUDENTS		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
Agriculture and Natural Resources	893	40	933	153	207	360	-	-	-	1,046	247	1,293
Architecture and Environmental Design	427	34	461	243	53	296	-	-	-	670	87	757
Area Studies	114	3	117	-	-	-	-	-	-	114	3	117
Biological Sciences	1,645	144	1,789	441	551	992	-	-	-	2,086	695	2,781
Business and Management	5,414	760	6,174	508	624	1,132	-	-	-	5,922	1,384	7,306
Communications	461	8	469	39	19	58	-	-	-	500	27	527
Computer and Information Sciences	135	29	164	35	36	71	-	-	-	170	65	235
Education	5,958	519	6,477	1,032	3,651	4,683	-	-	-	6,990	4,170	11,160
Engineering	1,881	252	2,133	230	253	483	-	-	-	2,111	505	2,616
Fine and Applied Arts	1,311	108	1,419	245	139	384	-	-	-	1,556	247	1,803
Foreign Languages	262	20	282	123	82	205	-	-	-	385	102	487
Health Professions												
Dentistry	-	-	-	-	-	-	328	-	328	328	-	328
Medicine	-	-	-	-	-	-	560	-	560	560	-	560
Nursing	1,471	195	1,666	65	12	77	-	-	-	1,536	207	1,743
Other Health Professions	1,099	58	1,157	486	166	652	-	-	-	1,585	224	1,809
Home Economics	821	59	880	78	158	236	-	-	-	899	217	1,116
Law	3	-	3	-	-	-	846	7	853	849	7	856
Letters	1,628	151	1,779	234	450	684	-	-	-	1,862	601	2,463
Library Science	37	5	42	195	186	381	-	-	-	232	191	423
Mathematics	577	56	633	145	178	323	-	-	-	722	234	956
Physical Sciences	1,056	82	1,138	218	274	492	-	-	-	1,274	356	1,630
Psychology	1,444	178	1,622	325	215	540	-	-	-	1,769	393	2,162
Public Affairs and Services	1,159	119	1,278	257	164	421	-	-	-	1,416	283	1,699
Social Sciences	3,659	335	3,994	461	501	962	-	-	-	4,120	836	4,956
Interdisciplinary Studies	285	44	329	41	46	87	-	-	-	326	90	416
Undecided/Undeclared	146	48	194	9	53	62	-	-	-	155	101	256
TOTAL	31,886	3,247	35,133	5,563	8,018	13,581	1,734	7	1,741	39,183	11,272	50,455

Table A-2-3

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1976

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
PUBLIC INSTITUTIONS										
UNIVERSITY OF NORTH CAROLINA										
Appalachian	474	6.2%	559	7.3%	6,133	80.6%	445	5.9%	7,611	100.0%
East Carolina	1,223	12.2	1,447	14.4	6,331	62.9	1,061	10.5	10,062	100.0
Elizabeth City	368	22.3	143	8.6	977	59.2	163	9.9	1,651	100.0
Fayetteville	722	37.2	257	13.2	785	40.5	176	9.1	1,940	100.0
N.C. A and T	1,139	23.7	424	8.8	2,414	50.2	831	17.3	4,808	100.0
N.C. Central	915	23.1	456	11.5	2,168	54.7	426	10.7	3,965	100.0
N.C. School of the Arts	43	10.7	31	7.7	108	26.9	220	54.7	402	100.0
N.C. State University	3,275	24.1	1,059	7.8	7,912	58.1	1,362	10.0	13,608	100.0
Pembroke	1,072	49.0	685	31.3	385	17.6	45	2.1	2,187	100.0
UNC-Asheville	990	66.0	304	20.3	160	10.7	45	3.0	1,499	100.0
UNC-Chapel Hill	848	6.1	1,283	9.2	9,752	70.0	2,053	14.7	13,936	100.0
UNC-Charlotte	2,984	46.3	1,180	18.3	2,000	31.1	275	4.3	6,439	100.0
UNC-Greensboro	2,457	35.7	1,464	21.3	2,420	35.1	545	7.9	6,886	100.0
UNC-Wilmington	1,552	46.0	230	6.8	1,433	42.5	158	4.7	3,373	100.0
Western Carolina	493	9.4	609	11.5	3,764	71.4	405	7.7	5,271	100.0
Winston-Salem	693	33.1	176	8.4	1,072	51.2	153	7.3	2,094	100.0
UNC Total	19,248	22.4	10,307	12.0	47,814	55.8	8,363	9.8	85,732	100.0
COMMUNITY COLLEGES[1]										
Caldwell	254	68.3	110	29.5	7	1.9	1	0.3	372	100.0
Central Piedmont	1,706	87.2	199	10.2	44	2.2	7	0.4	1,956	100.0
Coastal Carolina	472	65.6	21	2.9	25	3.5	201	28.0	719	100.0
College of the Albemarle	166	42.6	79	20.2	88	22.6	57	14.6	390	100.0
Craven	234	85.7	10	3.7	17	6.2	12	4.4	273	100.0
Davidson County	318	48.0	334	50.4	4	0.6	7	1.0	663	100.0
Gaston	658	76.4	183	21.2	14	1.6	7	0.8	862	100.0
Halifax Co.	46	83.6	9	16.4	-	-	-	-	55	100.0
Isothermal	374	81.8	74	16.2	1	0.2	8	1.8	457	100.0
Lenoir	334	63.4	143	27.1	39	7.4	11	2.1	527	100.0
Martin	58	63.7	29	31.9	3	3.3	1	1.1	91	100.0
Mitchell	400	82.1	61	12.5	16	3.3	10	2.1	487	100.0
Rockingham	423	72.4	151	25.8	5	0.9	5	0.9	584	100.0
Sandhills	279	53.1	155	29.5	76	14.4	16	3.0	526	100.0
Southeastern	314	64.2	121	24.7	40	8.2	14	2.9	489	100.0
Surry	382	69.6	128	23.3	10	1.8	29	5.3	549	100.0

Table A-2-3 Cont.

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1976

	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
INSTITUTION	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
COMMUNITY COLLEGES (Cont.)										
Vance-Granville	56	55.4%	44	43.6%	-	-%	1	1.0%	101	100.0%
Wayne	471	82.2	63	11.0	32	5.6	7	1.2	573	100.0
Western Piedmont	286	72.2	92	23.3	14	3.5	4	1.0	396	100.0
Wilkes	270	75.6	76	21.3	8	2.3	3	0.8	357	100.0
Community Colleges Total	7,501	71.9	2,082	20.0	443	4.3	401	3.8	10,427	100.0
PUBLIC TOTAL	26,749	27.8	12,389	12.9	48,257	50.2	8,764	9.1	96,159	100.0
PRIVATE INSTITUTIONS SENIOR COLLEGES & UNIV.										
Atlantic Christian	336	19.9	346	20.5	645	38.2	361	21.4	1,688	100.0
Barber-Scotia	79	15.0	94	17.9	177	33.6	176	33.5	526	100.0
Belmont Abbey	149	19.4	84	11.0	57	7.4	477	62.2	767	100.0
Bennett	71	11.5	42	6.8	136	22.0	369	59.7	618	100.0
Campbell	326	18.0	620	34.1	565	31.1	305	16.8	1,816	100.0
Catawba	181	19.3	124	13.3	175	18.7	455	48.7	935	100.0
Davidson	91	6.7	40	2.9	309	22.8	916	67.6	1,356	100.0
Duke	DATA	NOT	AVAILABLE							
Elon	572	26.6	285	13.3	574	26.7	719	33.4	2,150	100.0
Gardner-Webb	275	20.3	265	19.6	443	32.7	371	27.4	1,354	100.0
Greensboro[2]	170	28.9	83	14.1	175	29.8	160	27.2	588	100.0
Guilford	547	33.2	275	16.7	276	16.8	548	33.3	1,646	100.0
High Point	245	22.5	228	21.0	143	13.1	472	43.4	1,088	100.0
Johnson C. Smith	256	16.0	53	3.3	327	20.5	963	60.2	1,599	100.0
Lenoir Rhyne	257	20.7	205	16.6	460	37.1	317	25.6	1,239	100.0
Livingstone	109	12.0	84	9.3	322	35.4	394	43.3	909	100.0
Mars Hill	184	10.5	356	20.3	612	34.8	604	34.4	1,756	100.0
Meredith	383	24.8	123	8.0	790	51.2	246	16.0	1,542	100.0
Methodist	372	52.5	63	8.9	181	25.6	92	13.0	708	100.0
N.C. Wesleyan	56	12.4	192	42.4	96	21.2	109	24.0	453	100.0
Pfeiffer	179	17.9	207	20.7	328	32.9	284	28.5	998	100.0
Queens	287	46.0	53	8.5	93	14.9	191	30.6	624	100.0
Sacred Heart	134	49.6	64	23.7	19	7.1	53	19.6	270	100.0
St. Andrews	37	6.5	35	6.2	200	35.2	296	52.1	568	100.0
St. Augustine's	469	28.6	99	6.0	332	20.2	741	45.2	1,641	100.0
Salem	127	21.3	42	7.0	178	29.8	250	41.9	597	100.0
Shaw[3]	175	12.0	75	5.2	443	30.5	760	52.3	1,453	100.0
Wake Forest	339	10.8	231	7.3	901	28.7	1,672	53.2	3,143	100.0

Table A-2-3 Cont.

GEOGRAPHIC ORIGIN OF UNDERGRADUATE HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION, FALL 1976

INSTITUTION	COUNTY OF LOCATION		ADJACENT COUNTIES		ALL OTHER N.C. COUNTIES		OUT-OF-STATE		TOTAL UNDERGRADUATE ENROLLMENT	
	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent of Total	Number of Students	Percent
SENIOR COLLEGES & UNIV. (Cont.)										
Warren Wilson	75	14.8%	18	3.6%	70	13.9%	342	67.7%	505	100.0%
Senior Colleges and Universities Total	6,481	19.9	4,386	13.5	9,027	27.7	12,643	38.9	32,537	100.0
JUNIOR COLLEGES										
Brevard	49	9.2	55	10.4	235	44.2	192	36.2	531	100.0
Chowan	52	4.9	71	6.8	291	27.7	637	60.6	1,051	100.0
Lees-McRae	52	7.1	21	2.9	484	65.9	177	24.1	734	100.0
Louisburg	94	14.5	208	32.1	265	40.8	82	12.6	649	100.0
Montreat-Anderson	85	18.9	18	4.0	138	30.8	208	46.3	449	100.0
Mount Olive	87	28.1	94	30.3	117	37.7	12	3.9	310	100.0
Peace	115	21.9	51	9.7	326	62.1	33	6.3	525	100.0
St. Mary's	55	19.2	4	1.4	158	55.3	69	24.1	286	100.0
Wingate	293	23.4	289	23.0	511	40.7	162	12.9	1,255	100.0
Junior Colleges Total	882	15.2	811	14.0	2,525	43.6	1,572	27.2	5,790	100.0
PRIVATE SENIOR AND JUNIOR TOTAL	7,363	19.2	5,197	13.6	11,552	30.1	14,215	37.1	38,327	100.0
THEOLOGICAL SEMINARY										
Southeastern Baptist Theological Seminary	DATA	NOT	AVAILABLE							
BIBLE COLLEGES										
John Wesley	39	38.3	27	26.5	18	17.6	18	17.6	102	100.0
Piedmont	110	24.4	52	11.6	90	20.0	198	44.0	450	100.0
Bible Colleges Total	149	27.0	79	14.3	108	19.6	216	39.1	552	100.0
PRIVATE TOTAL	7,512	19.3	5,276	13.6	11,660	30.0	14,431	37.1	38,879	100.0
GRAND TOTAL	34,261	25.4	17,665	13.1	59,917	44.3	23,195	17.2	135,038	100.0

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[1] College transfer program only.

[2] Excludes 31 special students.

[3] Includes 42 extension credit students.

NOTE: Totals do not include institutions for which data are not available. In-state or out-of-state residence status for this table is the actual origin of the student and does not necessarily imply residence status for tuition purposes.

Table A-2-4

FULL-TIME AND PART-TIME EMPLOYEES[1] BY EMPLOYMENT CATEGORY AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, FALL 1976

INSTITUTION	EXEC./ADMIN./ MANAGERIAL	INSTRUCTIONAL FACULTY[2]	PROFESSIONAL	SECRETARIAL/ CLERICAL	TECH./PARA-PROFESSIONAL	SKILLED CRAFTS	SERVICE/ MAINTENANCE	TOTAL
FULL-TIME EMPLOYEES								
Appalachian	145	414	51	219	51	46	276	1,202
East Carolina	105	701	86	341	63	44	252	1,592
Elizabeth City	40	85	19	62	9	12	57	284
Fayetteville	34	142	39	86	13	14	64	392
N.C. A and T	71	291	42	200	41	23	241	909
N.C. Central	28	231	31	138	11	65	112	616
N.C. School of the Arts	21	65	5	25	11	6	13	146
N.C. State University[3]	161	1,044	476	923	539	224	483	3,850
Pembroke	23	113	16	48	16	17	39	272
UNC-Asheville	22	71	11	44	6	10	33	197
UNC-Chapel Hill	313	1,583	655	1,819	676	403	855	6,304
UNC-Charlotte	80	298	56	185	43	41	121	824
UNC-Greensboro	73	472	37	239	56	47	198	1,122
UNC-Wilmington	25	170	12	87	31	12	51	388
Western Carolina	45	294	81	164	18	54	159	815
Winston-Salem	27	129	23	84	4	14	81	362
Total Full-Time Employees	1,213	6,103	1,640	4,664	1,588	1,032	3,035	19,275
PART-TIME EMPLOYEES								
Appalachian	1	7	1	1	-	-	-	10
East Carolina	-	9	6	25	2	-	-	42
Elizabeth City	2	3	-	-	-	-	-	5
Fayetteville	-	-	-	1	-	-	2	4
N.C. A and T	1	4	-	-	3	-	4	12
N.C. Central	1	2	-	4	1	[illegible]	2	12
N.C. School of the Arts	-	23	1	7	8	-	2	41
N.C. State University[3]	-	19	35	88	8	-	3	153
Pembroke	-	2	-	-	-	-	-	2
UNC-Asheville	-	2	-	-	-	-	1	3
UNC-Chapel Hill	5	59	74	136	43	1	18	336
UNC-Charlotte	-	-	1	3	-	-	-	4
UNC-Greensboro	1	9	6	40	4	-	10	70
UNC-Wilmington	-	1	-	4	-	-	-	5
Western Carolina	1	-	-	4	-	1	1	7
Winston-Salem	-	5	-	-	-	-	-	5
Total Part-Time Employees	12	145	125	313	69	4	43	711

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[1] Excludes UNC-General Administration, N.C. Memorial Hospital, and Non-Resident Alien.

[2] Includes teaching assistants.

[3] Includes agricultural extension.

Table A-2-5

FINANCIAL ASSISTANCE TO STUDENTS BY CATEGORY OF AID AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, 1975-76

CATEGORY OF AID	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	TOTAL
GRANTS																	
BEOG																	
No. of Awards	727	963	1,026	1,159	1,950	1,959	44	1,008	480	116	1,095	395	647	235	667	1,048	13,519
Amount of Awards	560,977	716,279	961,272	1,013,476	1,694,069	1,659,781	42,789	750,575	381,035	81,162	847,512	300,855	500,788	163,677	473,396	971,864	11,119,507
SEOG																	
No. of Awards	145	269	633	913	419	1,094	31	255	79	24	448	60	158	61	170	474	5,233
Amount of Awards	74,570	141,259	226,801	512,678	255,867	507,304	14,030	110,450	32,490	9,191	309,297	29,018	97,781	20,300	77,718	215,434	2,634,188
Vocational Rehabilitation																	
No. of Awards	66	123	29	62	68	88	2	109	55	43	141	73	90	23	77	46	1,095
Amount of Awards	29,637	48,030	15,404	36,437	43,091	43,481	1,575	64,260	24,443	17,126	64,709	29,856	54,883	7,947	33,960	23,192	538,031
State & Local																	
No. of Awards	154	433	147	1	167	81	22	396	45	59	231	142	84	4	135	258	2,359
Amount of Awards	197,813	474,972	83,565	500	117,151	76,790	14,642	467,063	39,261	35,872	258,139	144,620	100,936	2,130	125,143	122,238	2,260,835
Private Sources																	
No. of Awards	225	74	-	-	639	-	15	-	-	-	375	-	-	-	5	2	1,335
Amount of Awards	108,378	50,434	-	-	294,851	-	9,162	-	-	-	144,937	-	-	-	1,816	2,100	611,678
Institutional Grants																	
No. of Awards	-	992	-	-	-	-	67	821	-	-	1,067	613	978	218	395	71	5,222
Amount of Awards	-	500,474	-	-	-	-	44,747	345,911	-	-	722,547	195,280	421,268	48,032	175,105	100,365	2,553,729
Tuition Waivers																	
No. of Awards	97	192	62	-	220	10	58	474	21	51	721	10	107	-	98	20	2,141
Amount of Awards	101,922	171,907	48,000	-	81,070	8,500	29,889	500,401	17,097	10,589	904,634	9,062	126,579	-	82,706	15,090	2,107,446
All Other Grants																	
No. of Awards	720	159	211	208	644	455	13	1,321	480	213	1,852	733	659	634	949	189	9,440
Amount of Awards	2,042,050	176,311	578,238	379,242	1,266,865	1,417,183	16,997	3,597,475	942,258	559,305	4,097,590	1,816,382	1,596,920	1,097,973	2,341,724	440,010	22,366,523
TOTAL GRANTS																	
No. of Undup. Recip.	1,601	2,357	1,346	1,704	3,158	3,537	124	3,872	1,030	234	4,687	1,807	2,220	940	2,185	1,394	32,196
Total Dollar Amount	3,115,347	2,279,666	1,913,280	1,942,333	3,752,964	3,713,039	173,831	5,836,135	1,436,584	713,245	7,349,365	2,525,073	2,899,155	1,340,059	3,311,568	1,890,293	44,191,937
LOANS																	
Repayable by Cash Only																	
NDSL																	
No. of Awards	727	1,135	322	1,065	663	1,006	81	1,324	226	113	2,484	279	729	82	574	434	11,244
Amount of Awards	485,041	619,190	120,863	407,605	325,507	479,989	70,995	682,800	66,441	50,622	2,056,113	137,000	346,419	32,650	285,434	197,486	6,364,155
Federally Insured Loans																	
No. of Awards	70	241	58	-	144	48	25	115	7	-	86	22	8	151	40	11	1,026
Amount of Awards	105,771	317,344	58,228	-	189,677	64,938	39,327	168,373	9,500	-	124,314	31,780	14,050	151,085	63,553	16,500	1,354,440
State Insured Loans																	
No. of Awards	299	205	-	15	106	175	11	358	79	26	302	150	290	-	126	41	2,183
Amount of Awards	322,307	211,461	-	14,888	117,153	218,125	13,370	419,665	73,429	28,030	468,080	155,575	342,646	-	108,078	40,426	2,533,233
Institutional Loans																	
No. of Awards	246	-	-	1	-	261	-	55	35	191	153	9	41	-	149	89	1,230
Amount of Awards	28,658	-	-	300	-	2,610	-	32,865	2,155	13,715	211,494	2,950	19,175	-	18,527	12,020	344,469

Table A-2-5 Cont.

FINANCIAL ASSISTANCE TO STUDENTS BY CATEGORY OF AID AND INSTITUTION IN THE UNIVERSITY OF NORTH CAROLINA, 1975-76

CATEGORY OF AID	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-W	WCU	WSSU	TOTAL
LOANS (Cont.)																	
Private Sources																	
No. of Awards	-	53	-	-	-	-	4	48	-	-	57	-	7	-	2	11	182
Amount of Awards	-	54,895	-	-	-	-	5,550	55,910	-	-	32,300	-	6,400	-	400	3,060	158,515
All Other Repayable by Cash Only																	
No. of Awards	-	42	-	-	1	2	-	-	-	-	21	-	-	-	-	53	119
Amount of Awards	-	17,650	-	-	1,000	1,871	-	-	-	-	26,375	-	-	-	-	30,393	77,289
Repayable by Cash or Service																	
Institutional Loans																	
No. of Awards	-	-	-	-	1	-	-	-	-	-	-	-	68	-	-	-	69
Amount of Awards	-	-	-	-	300	-	-	-	-	-	-	-	36,712	-	-	-	37,012
Private Sources																	
No. of Awards	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-	-	5
Amount of Awards	-	-	-	-	3,900	-	-	-	-	-	-	-	-	-	-	-	3,900
All Other Repayable by Cash or Service																	
No. of Awards	267	271	11	13	36	5	-	29	42	-	437	85	99	-	124	23	1,442
Amount of Awards	196,875	171,900	6,300	7,800	18,450	4,600	-	19,682	30,900	-	1,055,314	54,652	70,699	-	83,055	14,100	1,724,327
TOTAL LOANS																	
No. of Undup. Recip.	1,387	1,933	377	1,094	910	1,497	120	1,908	389	189	3,398	545	1,155	118	955	545	16,520
Total Dollar Amount	1,128,652	1,392,440	185,391	430,593	655,987	772,133	129,242	1,379,295	182,425	92,367	3,973,990	381,957	836,101	183,735	559,047	313,985	12,597,340
SCHOLARSHIPS																	
Total No. of Awards	1,270	532	160	84	176	351	80	1,268	69	106	5,746	35	179	44	334	179	10,613
No. of Undup. Recip.	1,175	516	151	84	67	351	69	1,240	69	91	3,597	35	179	44	309	179	8,156
Total Dollar Amount	486,472	918,336	39,509	[illegible],492	165,512	103,899	25,327	1,473,484	20,438	144,320	5,722,183	49,031	113,619	21,683	102,299	147,825	9,557,429
STUDENT EMPLOYMENT																	
Fed. Prog. - CWS																	
No. of Awards	591	637	801	974	847	1,082	67	387	296	135	1,334	332	503	173	693	776	9,628
Amount of Awards	309,945	402,844	247,975	630,640	409,301	450,945	27,356	208,995	136,820	75,499	730,125	182,530	280,449	88,519	334,328	328,295	4,844,566
Institutional Employment																	
No. of Awards	1,685	699	3	76	102	95	22	3,717	40	251	4,705	387	1,596	115	1,145	173	14,811
Amount of Awards	1,026,908	391,140	1,524	45,454	83,138	21,997	10,625	4,813,226	20,686	113,514	8,005,741	226,186	1,348,009	59,332	603,903	63,944	16,835,327
All Other Work-Study Programs																	
No. of Awards	6	-	-	-	-	-	-	8	-	-	-	-	-	3	2	22	41
Amount of Awards	3,250	-	-	-	-	-	-	4,300	-	-	-	-	-	2,420	975	15,700	26,645
TOTAL STUDENT EMPLOYMENT																	
No. of Undup. Recip.	2,082	1,336	804	1,050	292	747	84	3,862	336	249	5,860	676	2,014	287	1,655	971	22,305
Total Dollar Amount	1,340,103	793,984	249,499	676,094	492,439	472,942	37,981	5,026,521	157,506	189,013	8,735,866	408,716	1,628,458	150,271	939,206	407,939	21,706,538
TOTAL ALL CATEGORIES OF FINANCIAL ASSISTANCE																	
Total No. of Awards & Loans	7,295	7,020	3,463	4,571	6,188	6,712	542	11,693	1,954	1,328	21,255	3,325	6,243	1,743	5,685	[illegible]	92,937
No. of Undup. Recip.	4,163	5,293	1,460	1,821	4,014	4,798	151	7,574	1,651	498	10,341	2,377	3,859	1,299	3,600	[illegible],484	54,383
Total Dollar Amount	6,070,574	5,384,426	2,387,679	3,072,512	5,066,902	5,062,013	366,381	13,715,435	1,796,953	1,138,945	25,781,404	3,364,777	5,477,333	1,695,748	4,912,120	2,760,042	88,053,244

Table A-2-6

HEADCOUNT ENROLLMENT IN NORTH CAROLINA
COMMUNITY COLLEGES AND TECHNICAL INSTITUTES BY INSTITUTION, FALL 1976

INSTITUTION	COLLEGE TRANSFER	GENERAL EDUCATION	SPECIAL CREDIT	TECHNICAL	VOCATIONAL	CURRICULUM TOTAL
COMMUNITY COLLEGES						
CALDWELL	372	-	235	713	233	1,553
CENTRAL PIEDMONT	1,956	89	4,436	4,569	1.172	12.222
COASTAL CAROLINA	719	-	1	875	338	1,933
COL. OF THE ALBEMARLE	390	9	170	416	113	1,098
CRAVEN	273	5	170	566	285	1,299
DAVIDSON COUNTY	663	-	213	890	204	1,970
GASTON	862	-	517	1.118	459	2,956
HALIFAX COUNTY	55	83	59	438	139	774
ISOTHERMAL	457	-	61	333	190	1,041
LENIOR	527	-	210	829	442	2,008
MARTIN	91	7	49	405	105	657
MITCHELL	487	-	80	379	175	1.121
ROCKINGHAM	584	-	133	452	232	1,401
SANDHILLS	526	127	97	669	158	1,577
SOUTHEASTERN	489	-	421	821	169	1,900
SURRY	549	-	72	730	239	1,590
VANCE GRANVILLE	101	2	48	552	240	943
WAYNE	573	-	57	1,062	335	2,027
WESTERN PIEDMONT	396	-	117	915	101	1,529
WILKES	357	-	357	1,458	355	2,527
COMM. COLLEGES TOTAL	10,427	322	7,503	18,190	5,684	42,126
TECHNICAL INSTITUTES						
ANSON TECH.	-	42	3	381	131	557
ASHEVILLE-BUNCOMBE TECH.	-	-	-	1.284	247	1.531
BEAUFORT CO. TECH.	-	107	22	566	283	978
BLADEN TECH.	-	73	-	243	111	427
BLUE RIDGE TECH.	-	93	5	400	154	652
CAPE FEAR TECH.	-	-	-	827	257	1,084
CARTERET TECH.	-	138	-	543	341	1,022
CATAWBA VALLEY TECH.	-	-	268	1,435	279	1,982
CENTRAL CAROLINA TECH.	-	142	17	1.271	280	1,710
CLEVELAND CO. TECH.	-	214	80	975	314	1,583
DURHAM TECH.	-	-	256	1,695	311	2.262
EDGECOMBE TECH.	-	-	88	581	236	905
FAYETTEVILLE TECH.	-	471	-	3,002	789	4,262
FORSYTH TECH.	-	-	79	1,641	449	2,169
GUILFORD TECH.	-	27	292	2,566	621	3,506
HAYWOOD TECH.	-	-	53	474	309	836
JAMES SPRUNT INST.	-	63	43	439	147	692
JOHNSTON TECH.	-	127	7	588	353	1,075
MAYLAND TECH	-	16	27	243	243	529
MCDOWELL TECH.	-	39	20	137	318	514
MONTGOMERY TECH.	-	-	-	135	200	335
NASH TECH.	-	68	210	596	91	965
PAMLICO TECH.	-	15	2	58	62	137
PIEDMONT TECH.	-	20	13	478	283	794
PITT TECH.	-	-	272	1,078	285	1,635
RANDOLPH TECH.	-	144	-	418	169	731
RICHMOND TECH.	-	133	27	609	252	1,021
ROANOKE-CHOWAN TECH.	-	-	-	473	142	615
ROBESON TECH.	-	120	1	825	428	1,374
ROWAN TECH.	-	-	88	1.220	284	1.592
SAMPSON TECH.	-	87	31	560	161	839
SOUTHWESTERN TECH.	-	-	420	381	225	1,026
STANLY TECH.	-	75	157	335	121	688
TECH. INST. OF ALAMANCE	-	-	76	1.139	296	1,511
TRI-CO. TECH.	-	129	-	168	202	499
WAKE TECH.	-	-	179	872	362	1,413
WILSON CO. TECH.	-	60	264	632	256	1.212
TECH. INSTITUTES TOTAL	-	2,403	3.000	29,268	9,992	44,663
GRAND TOTAL	10,427	2,725	10.503	47,458	15,676	86,789

Table A-2-7

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

		Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
AGRICULTURE AND NATURAL RESOURCES																														
0107	Fish, game, and wildlife management																				B									
0114	Forestry						B		M D					B														B	B	
AREA STUDIES																														
0308	Latin American studies																						B							
0310	European studies, general																						B							
0313	American studies																						B			B				
0397	Comparative area studies								B																					

Note: This inventory was prepared by Dr. Sally Horner, Assistant to the President of Meredith College. There are now 30 private senior institutions. This inventory was completed in April, 1977 and does not include Wingate College, formerly a junior college, which began operations as a senior institution in September, 1977.

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
BIOLOGICAL SCIENCES																													
0401 Biology, general	B	B	B	B	B	B	B		B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	BMD	B
0402 Botany, general								BMD									B												
0403 Bacteriology								D																					
0407 Zoology, general								BMD									B												
0408 Pathology, human and animal								M D																				M D	
0409 Pharmacology, human and animal								D																				M D	
0410 Physiology, human and animal								D																				M D	
0411 Microbiology								D																				BMD	
0412 Anatomy								M D																				M D	
0414 Biochemistry								D														B						M D	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
BUSINESS AND MANAGEMENT																													
0501 Business and commerce, general						B																						B	
0502 Accounting	B		B	B	B	B		B	B		B	B					B				B		B		B			B	
0506 Business management and administration	B	B	B	B	B	B		BMD	B	B		B	B	B	B	B	B	B		B	B		B	B	B			B	
0509 Marketing and purchasing																							B						
0510 Transportation and public utilities			B																										
0511 Real estate																					B								
0514 Secretarial studies	B	B														B	B												
0595 Trust management					B																								
0596 Business and economics											B		B						B			B	B			B	B		
COMMUNICATIONS																													
0601 Communications, general													B	B															
0603 Radio/television																												B	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
COMPUTER AND INFORMATION SCIENCES																													
0701 Computer and information sciences, general						B		BMD																			B		
0703 Data processing					B					B																			
EDUCATION																													
0802 Elementary education, general	B	B	B	B	B M	B		M	B	B	B	B	B	B	B	B	B		B	B	B	B	B	B	B		B	B M	B
0803 Secondary education, general		B			M			M	B					B															
0805 Higher education, general								D																					
0810 Education of the mentally retarded			B	B		B					B	B											B						
0812 Education of the deaf	B														B														
0816 Education of the emotionally disturbed								M D			B	B																	
0818 Special learning disabilities											B	B											B						
0826 Student personnel (counseling and guidance)					M			M D																				M	
0827 Educational administration								M D																					
0828 Educational supervision								M D																					
0829 Curriculum and instruction								M D																					

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
EDUCATION (cont.)																													
0830 Reading education (methodology and theory)								M D																					
0831 Art education (methodology and theory)	B			B							B		B				B		B				B						
0832 Music education (methodology and theory)	B			B	B	B			B		B	B	B	B	B	B	B	B	B	B	B	B		B	B	B	B	B	B
0834 Science education (methodology and theory)					B			B M																				B	
0835 Physical education											B	B		B			B		B	B				B				B M	
0838 Business, commerce, and distributive education	B	B			B				B	B					B	B	B								B				
0890 Social studies education																												B	
0891 Theatre arts education													B				B												
0895 Health and physical education	B			B	B	B			B	B			B		B	B					B				B		B		
0896 Recreation education																					B								
ENGINEERING																													
0901 Engineering, general				B			B												B		B				B		B	B	B
0905 Bioengineering and biomedical engineering								BMD																					
0908 Civil, construction, and transportation engineering								BMD																					
0909 Electrical, electronics, and communications engineering								BMD																					
0910 Mechanical engineering								BMD																					
0915 Materials engineering								BMD																					

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
FINE AND APPLIED ARTS																													
1001 Fine arts, general	B																							B		B			
1002 Art (painting, drawing, sculpture)	B		B	B			B				B	B	B				B	B	B			B	B		B	B		B	
1003 Art history and appreciation							B	B M									B									B		B	
1004 Music (performing, composition, theory)						B			B		B	B	B		B		B	B	B		B	B			B	B	B	B	
1005 Music (liberal arts program)	B				B		B	B	B	B	B	B			B		B	B		B		B		B		B			B
1006 Music history and appreciation (musicology)											B																		
1007 Dramatic arts				B		B		B			B	B	B		B		B			B	B						B	B M	
1009 Applied design (ceramics, weaving, textile design, fashion design, jewelry, metalsmithing, interior decoration, commercial art)	B							B																					
1094 Professional theatre																	B												
1097 Film, T.V. and recording in performing arts																											B		

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

		Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
FOREIGN LANGUAGES																														
1102	French	B			B	B	B	B	BMD		B	B	B	B		B	B	B	B	B	B	B	B		B	B	B		B	
1103	German						B	B	B M							B		B				B					B		B	
1105	Spanish	B			B	B	B	B	BMD		B	B	B	B		B		B	B	B	B		B				B		B	
1106	Russian								B																					
1109	Latin							B	B							B											B		B	
1110	Greek, classical							B	B																				B	
1193	Classical languages								D																		B			
1194	Modern languages																								B					
1198	Romance languages and literatures																												B	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

HEALTH PROFESSIONS		Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
1201	Health professions, general					B												B				B				B				B
1202	Hospital and health care administration								M																					
1203	Nursing	B			B				B M							B		B			B	B	B							
1206	Medicine, M.D. degree								P																				P	
1212	Physical therapy								M													B								
1213	Dental hygiene											B																		
1215	Medical record librarianship											B																		
1220	Speech pathology and audiology																											B		
1223	Medical laboratory technologies	B	B	B	B	B	B		B	B	B	B		B		B		B				B	B		B	B	B		B	
1225	Radiologic technologies									B		B											B							
1283	Pathology assistant								B																					
1284	Nuclear medicine technologies											B										B								
1285	Physician's assistant						B		B			B				B						B							B	
1286	Pre-dental and pre-medical				B			B								B														
1291	Special pre-professional, medicine																												B	
1294	Mental health											B																		
1297	Special pre-professional, dentistry																												B	
1298	Environmental health																									B				

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
HOME ECONOMICS																													
1301 Home economics, general				B	B												B	B								B			
1302 Home decoration and home equipment					B																								
1303 Clothing and textiles				B	B																								
1306 Foods and nutrition (include dietetics)				B																									
LAW																													
1401 Law, general					P			M P																				B P	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

		Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
LETTERS																														
1501	English, general	B		B	B	B	B	B	BMD	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B M	B
1503	Comparative literature								B																B					
1504	Classics								BMD							B		B									B			
1506	Speech, debate, and forensic science (rhetoric and public address)						B																						B M	
1509	Philosophy						B	B	BMD	B			B	B		B									B		B		B	
1510	Religious studies (exclude theological professions)					B	B	B	BMD	B	B		B	B		B		B	B	B	B	B	B		B		B		B M	
1597	Philosophy and religion	B				B	B					B									B	B			B		B			
MATHEMATICS																														
1701	Mathematics, general	B			B	B	B	B	BMD	B	B	B	B	B	B	B	B	B	B	B	B	B	B		B	B	B	B	B M	B
1702	Statistics, mathematical and theoretical								M																					

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
PHYSICAL SCIENCES																													
1901 Physical sciences, general					B					B			B	B	B						B								B
1902 Physics, general (exclude biophysics)							B	BMD	B			B			B						B				B			B M	
1905 Chemistry, general (exclude biochemistry)			B	B	B	B	B	BMD	B		B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	BMD	
1914 Geology					B	B		BMD				B																	
1917 Earth sciences, general					B	B																							
1995 Biological chemistry								B																					
PSYCHOLOGY																													
2001 Psychology, general	B		B	B	B	B	B	BMD		B	B	B	B	B			B	B	B	B	B	B	B	B	B	B		B M	
2097 School psychology								M D																				M	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
PUBLIC AFFAIRS AND SERVICES																													
2101 Community services, general									B																				
2102 Public administration						B																					B		
2103 Parks and recreation management			B																										
2104 Social work and helping services (other than clinical social work)			B	B	B						B			B		B	B		B		B		B						
2105 Law enforcement and corrections			B		B				B		B	B								B	B		B						
2197 Public policy studies								B M																					
2198 Human services, general													B																

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

		Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
SOCIAL SCIENCES																														
2201	Social sciences, general	B			B	B				B	B			B	B		B					B				B				B
2202	Anthropology								BMD																				B	
2204	Economics			B		B	B	B	BMD	B			B		B	B		B	B		B	B		B	B		B		B	B
2205	History	B	B	B	B	B	B	B	BMD	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B M	
2207	Political science and government	B		B	B	B	B	B	BMD	B		B	B	B	B	B	B	B	B	B	B		B	B	B			B	B	
2208	Sociology	B	B	B	B	B	B	B	BMD			B	B	B	B	B	B	B	B	B		B	B	B		B	B		B	
2211	Afro-American (black culture) studies																									B				
2214	Urban studies			B																						B		B		
2294	Sociology and anthropology																				B				B					
THEOLOGY																														
2301	Theological professions, general					B			M P																					
2303	Biblical languages										B																			
2304	Religious education					B			M	B				B		B				B		B								
2398	Pastoral counseling																												M	

Table A-2-7 Cont.

PRIVATE SENIOR INSTITUTIONS

INSTRUCTIONAL PROGRAM INVENTORY

	INTERDISCIPLINARY STUDIES	Atlantic Christian	Barber-Scotia	Belmont Abbey	Bennett	Campbell	Catawba	Davidson	Duke	Elon	Gardner-Webb	Greensboro	Guilford	High Point	J.C. Smith	Lenoir Rhyne	Livingstone	Mars Hill	Meredith	Methodist	N.C. Wesleyan	Pfeiffer	Queens	Sacred Heart	St. Andrews	St. Augustine's	Salem	Shaw	Wake Forest	Warren Wilson
4901	General liberal arts and sciences				B								B		B	B							B	B				B		B
4902	Biological and physical sciences								D						B					B		B			B					
4903	Humanities and social sciences								B D					B					B		B					B		B		B
4982	Medicine and law								P																					
4983	Business and law								P																					
4984	History and medical science								D																					
4985	Business and science													B											B					
4986	Communications media and public relations				B																									
4988	Applied science technologies																			B	B									
4989	Interdepartmental studies						B		BMD																				B	
4990	Marine sciences								BMD					B																
4995	Literature and drama															B														B
4996	Environmental studies			B										B		B					B	B		B	B	B				
4997	Peace, war and defense					B																								
4998	Special studies						B	B																						

Table A-3-1

PER CAPITA PERSONAL INCOME - UNITED STATES, THE SOUTH, NORTH CAROLINA, 1955-76

Year	Per Capita Income			Annual Percent Change			Percent Ratio to U.S. Per Capita Income	
	United States	South	North Carolina	United States	South	North Carolina	South	North Carolina
1976	$6,399	$5,526	$5,453	9.35%	10.06%	10.72%	86.36%	85.22%
1975	5,852	5,021	4,925	7.81	7.06	6.58	85.80	84.16
1974	5,428	4,690	4,621	9.00	9.63	8.63	86.40	85.13
1973	4,980	4,278	4,254	10.84	11.76	11.51	85.90	85.42
1972	4,493	3,828	3,815	8.74	12.06	11.11	85.20	84.91
1971	4,132	3,461	3,434	4.19	6.26	5.60	83.76	83.11
1970	3,966	3,257	3,252	6.24	8.03	7.65	82.12	82.00
1969	3,733	3,015	3,021	7.98	9.20	10.01	80.77	80.93
1968	3,457	2,761	2,746	8.44	9.52	9.14	79.87	79.43
1967	3,188	2,521	2,516	6.23	12.54	7.61	79.08	78.92
1966	3,001	2,240	2,338	7.76	6.36	11.02	74.64	77.91
1965	2,785	2,106	2,106	6.99	5.94	6.96	75.62	75.62
1964	2,603	1,988	1,969	5.43	6.48	6.55	76.37	75.64
1963	2,469	1,867	1,848	3.70	5.30	4.88	75.62	74.85
1962	2,381	1,773	1,762	4.71	5.10	6.53	74.46	74.00
1961	2,274	1,687	1,654	2.34	3.56	4.03	74.19	72.74
1960	2,222	1,629	1,590	-	-	-	73.31	71.56
1955	1,876	1,469	1,313	-	-	-	78.30	70.04

Source: 1971-76 Survey of Current Business, (August 1977)
1967-70 Survey of Current Business, (August 1975)
1955-66 Bureau of Economic Analysis

Table A-3-2

PERCENTAGE OF N.C. RESIDENT STUDENTS ENROLLED IN N.C. COLLEGES AND UNIVERSITIES[a] BY AGE, FALL 1976

AGE	PERCENTAGE	CUMULATIVE PERCENTAGE
Less than 18	1.6%	1.6%
18	13.6	15.2
19	15.8	31.0
20	15.2	46.2
21	13.7	59.9
22	8.2	68.1
23	4.8	72.9
24	3.7	76.6
25	3.0	79.6
26-30	10.1	89.7
31-35	4.0	93.7
36-40	2.0	95.7
41-50	2.0	97.7
51-64	0.5	98.2
65 and over	0.1	98.3
Unknown	1.7	100.0

[a] Excludes community colleges, technical institutes, military centers, theological seminary, and Bible colleges.

9-2-77

Table A-3-3

STATE AND NATIONAL COLLEGE GOING RATES, USING HIGH SCHOOL GRADUATION CLASS AS BASELINE DATA

	UNITED STATES	NORTH CAROLINA			
YEAR	First-Time Freshman Enrollment As a Percent of Number of High School Graduates The Same Year	Percent of Public High School Graduates Intending to Go to College	Percentage Pt. Difference (U.S. Rate Minus N.C. Rate)	In-State First-Time Freshman Enrollment Plus Those Going Out-of-State as a Percent of High School Graduates	Percentage Pt. Difference U.S. Rate Minus N.C. Rate)
1948	NA	NA	-	NA	-
1950	NA	NA	-	NA	-
1952	NA	NA	-	NA	-
1954	NA	NA	-	NA	-
1956	50.5%	NA	-	NA	-
1957	50.1	NA	-	NA	-
1958	51.2	33.6%	-	NA	-
1959	50.1	33.5	-	37.0%	-
1960	49.5	35.1	-	36.9	-
1961	51.7	36.9	-	38.1	-
1962	53.5	36.6	-	37.5	-
1963	53.7	36.1	-	37.8	-
1964	53.5	36.9	-	39.6	-
1965	54.1	38.1	16.0%	39.1	15.0%
1966	52.4	38.1	14.3	38.6	13.8
1967	53.7	37.3	16.4	38.7	15.0
1968	60.3	38.5	21.8	40.5	19.8
1969	61.8	41.0	20.8	41.5	20.3
1970	61.5	40.6	20.9	43.7	17.8
1971	60.0	40.7	19.3	42.4	17.6
1972	57.9	38.4[a]	19.5	40.8	17.1
1973	57.8	35.7[a]	22.1	40.3	17.5
1974	60.3	36.7[a]	23.6	42.5	17.8
1975	60.8	37.4[a]	23.4	43.7	17.1
1976	61.3	37.2[a]	24.1	42.7	18.6

[a] Of those intending to attend a community college or technical institute, portion in a college transfer program is estimated.

SOURCES: State Department of Public Instruction Statistical Reports.
Statistical Abstract of High Education in North Carolina.
Projections of Educational Statistics.

Table A-3-4

ENROLLMENT TRENDS IN NORTH CAROLINA PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES, 1900-1976

Year (Fall)	Public Institutions[1]		Private Institutions[2]		All Institutions
	Number	Percent	Number	Percent	Number
1900	1,766	37.6%	2,932	62.4%	4,698
1910	2,581	39.2	4,005	60.8	6,586
1920	4,751	59.7	3,210	40.3	7,961
1930	9,324	49.3	9,605	50.7	18,929
1940	15,233	47.7	16,713	52.3	31,946
1946	21,518	49.9	21,582	50.1	43,100
1947	23,912	51.3	22,686	48.7	46,598
1948	23,657	51.4	22,382	48.6	46,039
1949	24,247	52.5	21,956	47.5	46,203
1950	23,870	53.4	20,872	46.6	44,742
1951	21,877	53.7	18,831	46.3	40,708
1952	22,314	54.0	19,013	46.0	41,327
1953	22,888	53.4	19,967	46.6	42,855
1954	23,867	51.9	22,131	48.1	45,998
1955	25,968	52.0	23,957	48.0	49,925
1956	28,228	51.8	26,306	48.2	54,534
1957	28,414	50.8	27,481	49.2	55,895
1958	30,498	50.8	29,575	49.2	60,073
1959	33,063	52.2	30,325	47.8	63,388
1960	35,894	53.1	31,679	46.9	67,573
1961	40,056	53.3	35,145	46.7	75,201
1962	43,419	53.7	37,385	46.3	80,804
1963	47,567	55.3	38,518	44.7	86,085
1964	52,541	56.2	40,892	43.8	93,433
1965	60,922	58.1	43,930	41.9	104,852
1966	67,065	59.5	45,740	40.5	112,805
1967	73,708	61.1	46,850	38.9	120,558
1968	79,076	62.3	47,763	37.7	126,839
1969	84,427	63.9	47,708	36.1	132,135
1970	92,597	65.9	47,888	34.1	140,485
1971	96,371	66.0	49,636	34.0	146,007
1972	98,407	66.5	49,618	33.5	148,025
1973	101,378	67.5	48,883	32.5	150,261
1974	108,638	68.9	49,040	31.1	157,678
1975	119,294	70.7	49,350	29.3	168,644
1976	117,468	69.8	50,788	30.2	168,256

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[1] Includes college transfer students in Community Colleges.

[2] Includes seminary and Bible colleges.

Table A-3-5

DISTRIBUTION AND PERCENTAGE INCREASE OF ENTERING FRESHMEN IN NORTH CAROLINA COLLEGES AND UNIVERSITIES

	PUBLIC INSTITUTIONS						PRIVATE INSTITUTIONS						ALL INSTITUTIONS					
	In-State		Out-of-State		Total		In-State		Out-of-State		Total		In-State		Out-of-State		Total	
YEAR	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year	Number	Percent Increase Over Previous Year
1967	14,655	0.4	3,101	16.5	17,756	2.9	7,770	-5.7	6,177	-2.9	13,947	-4.4	22,425	-1.8	9,278	2.9	31,703	-0.5
1968	15,649	6.8	2,928	-5.6	18,577	4.6	7,831	0.8	6,347	2.8	14,178	1.6	23,480	4.7	9,275	-0.0	32,755	3.3
1969	17,893	14.3	2,962	1.2	20,855	12.3	7,359	-6.0	6,291	-0.9	13,650	-3.7	25,252	7.6	9,253	-0.2	34,505	5.3
1970	19,684	10.0	2,712	-8.4	22,396	7.4	7,249	-1.5	6,366	1.2	13,615	-0.3	26,933	6.7	9,078	-1.9	36,011	4.4
1971	18,874	-4.1	2,735	0.9	21,609	-3.5	7,832	8.0	6,722	5.6	14,554	6.6	26,706	-0.8	9,457	4.2	36,163	0.4
1972	18,813	-0.3	2,406	-12.0	21,219	-1.8	7,332	-6.4	6,011	-10.6	13,343	-2.3	26,145	-2.1	8,417	-11.0	34,562	-4.4
1973	18,539	-1.5	2,451	1.9	20,990	-1.1	6,912	-5.7	5,833	-3.0	12,745	-6.6	25,451	-2.7	8,284	-1.6	33,735	-2.4
1974	20,004	7.9	2,609	6.4	22,613	7.7	6,873	-0.6	5,764	-1.2	12,637	-0.8	26,877	5.6	8,373	1.1	35,250	4.5
1975	21,220	6.1	2,412	-7.6	23,632	4.5	6,869	-0.1	5,715	-0.9	12,584	-0.4	28,089	4.5	8,127	-2.9	36,216	2.7
1976	20,393	-3.9	2,275	-5.7	22,668	-4.1	7,195	4.7	5,958	4.3	13,153	4.5	27,588	-1.8	8,233	1.3	35,821	-1.1

Table A-3-6

FALL HEADCOUNT ENROLLMENT BY RESIDENCE STATUS AND LEVEL OF INSTRUCTION IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1967-76

YEAR	TYPE OF CONTROL	IN-STATE				OUT-OF-STATE				STATEWIDE				TOTAL
		Undergraduate	Graduate	Total	Percent In-State	Undergraduate	Graduate	Total	Percent Out-of-State	Undergraduate	Percent Undergraduate	Graduate	Percent Graduate	
1967	Public	52,414	6,426	58,840	79.83	11,333	3,535	14,868	20.17	63,747	86.49	9,961	13.15	73,708
	Private	24,584	1,219	25,803	55.08	18,563	2,484	21,047	44.92	43,147	92.10	3,703	7.90	46,850
	Total	76,998	7,645	84,643	70.21	29,896	6,019	35,915	29.79	106,894	88.67	13,664	11.33	120,558
1968	Public	56,649	6,679	63,328	80.08	11,766	3,982	15,748	19.92	68,415	86.52	10,661	13.48	79,076
	Private	24,635	1,215	25,850	54.12	19,541	2,372	21,913	45.88	44,176	92.49	3,587	7.51	47,763
	Total	81,284	7,894	89,178	70.31	31,307	6,354	37,661	29.69	112,591	88.77	14,248	11.23	126,839
1969	Public	61,386	7,190	68,576	81.23	11,731	4,120	15,851	18.77	73,117	86.60	11,310	13.40	84,427
	Private	24,308	1,388	25,696	53.86	19,496	2,516	22,012	46.14	43,804	91.82	3,904	8.18	47,708
	Total	85,694	8,578	94,272	71.35	31,227	6,636	37,863	28.65	116,921	88.49	15,214	11.51	132,135
1970	Public	68,211	8,346	76,557	82.68	11,602	4,438	16,040	17.32	79,813	86.19	12,784	13.81	92,597
	Private	24,257	1,310	25,567	53.39	19,731	2,590	22,321	46.61	43,988	91.86	3,900	8.14	47,888
	Total	92,468	9,656	102,124	72.69	31,333	7,028	38,361	27.31	123,801	88.12	16,684	11.88	140,485
1971	Public	71,518	9,284	80,802	83.84	11,161	4,408	15,569	16.16	82,679	85.79	13,692	14.21	96,371
	Private	25,360	1,439	26,799	53.99	20,085	2,752	22,837	46.01	45,445	91.56	4,191	8.44	49,636
	Total	96,878	10,723	107,601	73.70	31,246	7,160	38,406	26.30	128,124	87.75	17,883	12.25	146,007
1972	Public	74,029	10,270	84,299	85.66	9,832	4,276	14,108	14.34	83,861	85.22	14,546	14.78	98,407
	Private	24,764	1,602	26,366	53.14	20,158	3,094	23,252	46.86	44,922	90.54	4,696	9.46	49,618
	Total	98,793	11,872	110,665	74.76	29,990	7,370	37,360	25.24	128,783	87.00	19,242	13.00	148,025
1973	Public	76,990	11,768	88,758	87.50	8,735	3,885	12,620	12.45	85,725	84.56	15,653	15.44	101,378
	Private	24,138	1,704	25,842	52.87	19,860	3,181	23,041	47.13	43,998	90.01	4,885	9.99	48,883
	Total	101,128	13,472	114,600	76.27	28,595	7,066	35,661	23.73	129,723	86.33	20,538	13.67	150,261
1974	Public	82,063	13,447	95,510	87.92	9,189	3,939	13,128	12.08	91,252	84.00	17,386	16.00	108,638
	Private	24,658	1,962	26,620	54.28	19,243	3,177	22,420	45.72	43,901	89.52	5,139	10.48	49,040
	Total	106,721	15,409	122,130	77.46	28,432	7,116	35,548	22.54	135,153	85.71	22,525	14.29	157,678
1975	Public	90,671	15,660	106,331	89.13	8,962	4,001	12,963	10.93	99,633	83.52	19,661	16.48	119,294
	Private	24,639	2,163	26,802	54.31	19,255	3,293	22,548	45.69	43,894	88.94	5,456	11.06	49,350
	Total	115,310	17,823	133,133	78.94	28,217	7,294	35,511	21.16	143,527	85.11	25,117	14.89	168,644
1976	Public	88,216	15,692	103,908	88.46	9,662	3,898	13,560	11.54	97,878	83.32	19,590	16.68	117,468
	Private	25,458	2,341	27,799	54.74	19,560	3,429	22,989	45.26	45,018	88.64	5,770	11.36	50,788
	Total	113,674	18,033	131,707	78.28	29,222	7,327	36,549	21.72	142,896	84.93	25,360	15.07	168,256

Table A-3-7

ENROLLMENT TRENDS BY SEX, FULL-TIME AND PART-TIME STATUS, NORTH CAROLINA COLLEGES AND UNIVERSITIES, FALL 1967 - FALL 1976

	1967		1970		1971		1972		1973		1974		1975		1976	
	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent	Enrollment	Percent
UNC																
Male	38,940	58.9%	46,215	57.6%	48,282	56.9%	48,774	55.7%	49,488	54.7%	52,086	53.7%	55,445	52.9%	53,652	51.2%
Female	27,204	41.1	34,059	42.4	36,608	43.1	38,857	44.3	40,966	45.3	44,945	46.3	49,341	47.1	51,155	48.8
Full-Time	57,604	87.1	67,865	84.5	72,629	85.6	74,338	84.8	75,471	83.4	79,294	81.7	84,135	80.3	83,681	79.8
Part-Time	8,540	12.9	12,409	15.5	12,261	14.4	13,293	15.2	14,983	16.6	17,737	18.3	20,651	19.7	21,126	20.2
Total	66,144		80,274		84,890		87,631		90,454		97,031		104,786		104,807	
Statewide																
Male	70,832	59.0	81,842	58.0	85,482	57.5	83,962	56.7	83,953	55.9	86,602	55.0	92,148	54.6	87,929	52.3
Female	49,726	41.0	58,643	42.0	63,226	42.5	64,063	43.3	66,308	44.1	71,076	45.0	76,496	45.4	80,329	47.7
Full-Time	105,887	88.0	119,491	85.0	126,366	85.0	127,341	86.0	127,676	85.0	131,221	83.0	137,465	81.5	137,596	81.8
Part-Time	14,671	12.0	20,994	15.0	22,342	15.0	20,684	14.0	22,585	15.0	26,457	17.0	31,176	18.5	30,660	18.2
Total	120,558		140,485		148,708		148,025		150,261		157,678		168,644		168,256	

Table A-3-8

HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENTAGE CHANGE BY INSTITUTION, 1966-1976

Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	
											Number	% Change Over 1975
PUBLIC INSTITUTIONS												
UNIVERSITY OF NORTH CAROLINA												
Appalachian	4,417	4,939	5,580	6,252	6,665	7,345	7,352	7,545	8,014	8,541	8,561	0.2%
East Carolina	8,823	9,360	9,258	9,788	10,007	10,106	10,286	10,068	11,341	11,725	11,696	-0.2
Elizabeth City	992	955	1,009	1,039	1,104	1,084	1,109	1,146	1,266	1,629	1,651	1.4
Fayetteville	1,142	1,159	1,243	1,137	1,419	1,490	1,643	1,790	1,848	2,002	1,940	-3.1
N.C. A and T	3,595	3,930	3,844	3,714	3,797	4,445	4,510	4,751	4,937	5,345	5,515	3.2
N.C. Central	3,226	3,086	3,042	3,290	3,541	3,723	4,028	4,062	4,391	4,730	4,765	0.7
N.C. School of the Arts	115	192	218	256	288	328	351	378	379	390	402	3.1
N.C. State University	10,203	10,845	11,964	12,691	13,340	13,483	13,809	14,257	15,751	17,471	16,903	-3.3
Pembroke	1,410	1,495	1,564	1,696	1,926	2,077	1,980	1,918	1,865	2,183	2,187	0.2
UNC-Asheville	565[a]	691[a]	748[a]	869	988	1,107	1,129	1,125	1,126	1,404	1,499	6.8
UNC-Chapel Hill	14,156	15,601	16,233	16,430	18,130	19,160	19,224	19,396	19,952	20,536	20,293	-1.2
UNC-Charlotte	1,715	2,014	2,351	3,085	4,068	4,676	5,159	6,123	6,656	7,570	7,815	3.2
UNC-Greensboro	4,930	5,365	5,889	6,423	6,703	6,983	7,411	7,856	8,759	9,459	9,733	2.9
UNC-Wilmington	1,201[a]	1,222[a]	1,240[a]	1,425	1,772	1,930	2,280	2,542	2,850	3,309	3,373	1.9
Western Carolina	3,652	3,965	4,310	4,670	5,125	5,330	5,640	5,844	5,934	6,419	6,380	-0.6
Winston-Salem	1,295	1,325	1,301	1,346	1,401	1,623	1,720	1,653	1,962	2,073	2,094	1.0
UNC Total	61,437	66,144	69,794	74,111	80,274	84,890	87,631	90,454	97,031	104,786	104,807	0.02
MILITARY CENTERS												
Fort Bragg[b]	683	971	1,070	936	1,068	1,061	1,020	891	1,490	2,697	1,460	-45.9
Camp Lejeune (ECU)	427	450	408	362	322	365	369	385	266	339	313	-7.7
Cherry Point (ECU)	303	344	387	308	314	411	419	454	437	534	461	-13.7
Seymour Johnson (ECU)	171	220	247	167	139	-	-	-	-	-	-	-
Mil. Ctrs. Total	1,584	1,985	2,112	1,773	1,843	1,837	1,808	1,730	2,193	3,570	2,234	-37.4
COMMUNITY COLLEGES[c]												
Caldwell	-	-	-	-	177	263	267	284	318	438	372	-15.1
Central Piedmont	690	1,042	1,579	2,187	3,059	2,339	2,279	2,165	2,156	2,519	1,956	-22.4
Coastal Carolina	-	-	-	-	224	380	399	465	667	669	719	7.5
Col. of the Albemarle	380	459	498	514	583	500	416	358	358	401	390	-2.8
Craven	-	-	-	-	-	-	-	73[e]	206	303	273	-9.9
Davidson County	204	374	470	570	606	618	547	538	537	667	663	-0.6
Gaston	948	801	1,071	942	1,134	844	681	626	690	879	862	-1.9
Halifax County	-	-	-	-	-	-	-	-	-	-	55[e]	-
Isothermal	117	202	312	313	312	174	219	251	314	471	457	-3.0
Lenoir	298	477	576	679	680	609	617	581	584	583	527	-9.6
Martin	-	-	-	-	-	-	-	-	-	-	91[e]	-
Mitchell	-	-	-	-	-	-	-	454[e]	494	453	487	7.5

Table A-3-8 Cont.

HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENTAGE CHANGE BY INSTITUTION, 1966-1976

Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976 Number	Fall 1976 % Change Over 1975
COMMUNITY COLLEGES (Cont.)												
Rockingham	214	399	503	549	588	568	533	462	428	561	584	4.1%
Sandhills	420	519	552	684	820	796	669	585	596	660	526	-20.3
Southeastern	293	445	442	574	638	712	622	512	442	517	489	-5.4
Surry	139	266	301	381	431	455	470	675	545	437	549	25.6
Vance-Granville	-	-	-	-	-	-	-	-	-	-	101[e]	-
Wayne	-	-	182	337	413	575	516	568	478	614	573	-6.7
Western Piedmont	248	425	473	531	487	454	417	347	348	380	396	4.2
Wilkes	93	170	211	282	328	357	316	250	253	386	357	-7.5
Comm. Col. Total	4,044	5,579	7,170	8,543	10,480	9,644	8,968	9,194	9,414	10,938	10,427	-4.7
PUBLIC TOTAL	67,065	73,708	79,076	84,427	92,597	96,371	98,407	101,378	108,638	119,294	117,468	-1.5
PRIVATE INSTITUTIONS SENIOR COLLEGES & UNIV.												
Atlantic Christian	1,525	1,479	1,567	1,544	1,747	1,794	1,770	1,721	1,710	1,648	1,688	2.4
Barber-Scotia	369	450	609	560	537	550	508	456	470	480	526	9.6
Belmont Abbey	775	790	819	775	679	718	565	622	688	748	767	2.5
Bennett	645	669	684	627	572	581	545	537	570	579	618	6.7
Campbell	2,267	2,348	2,402	2,306	2,207	2,401	2,341	2,207	1,820	1,724	1,913	11.0
Catawba	998	1,046	1,051	1,046	1,099	1,132	1,162	1,147	1,101	1,020	935	-8.3
Davidson	1,008	1,003	1,035	1,033	1,034	1,087	1,118	1,187	1,218	1,278	1,356	6.1
Duke	7,396	7,445	7,320	7,734	7,948	8,446	8,849	9,043	8,902	9,129	9,554	4.6
Elon	1,409	1,454	1,817	1,843	1,715	1,862	1,873	2,005	2,175	2,210	2,150	-2.7
Gardner-Webb	1,216[d]	1,288[d]	1,303[d]	1,448	1,528	1,420	1,543	1,525	1,570	1,402	1,354	-3.4
Greensboro	612	668	690	676	590	590	626	551	541	530	619	16.8
Guilford	1,765	1,573	1,601	1,782	1,757	1,740	1,610	1,584	1,590	1,664	1,646	-1.1
High Point	1,382	1,355	1,333	1,131	1,103	1,060	1,086	1,020	1,068	1,132	1,088	-3.9
Johnson C. Smith	1,101	1,290	1,339	1,244	1,136	1,036	1,043	1,083	1,209	1,377	1,599	16.1
Lenoir Rhyne	1,335	1,305	1,309	1,314	1,341	1,395	1,360	1,366	1,333	1,285	1,239	-3.6
Livingstone	823	893	859	809	720	754	744	750	816	857	909	6.1
Mars Hill	1,331	1,324	1,268	1,257	1,494	1,467	1,504	1,515	1,575	1,688	1,756	4.0
Meredith	844	860	863	946	1,109	1,291	1,362	1,357	1,430	1,505	1,542	2.4
Methodist	944	1,063	982	894	810	756	658	631	614	628	708	12.7
N.C. Wesleyan	656	670	643	645	631	617	585	501	535	467	453	-3.0
Pfeiffer	906	936	958	834	882	1,088	1,100	1,037	900	1,036	998	-3.7
Queens	834	819	809	705	658	673	595	633	611	571	624	9.3
Sacred Heart	415	364	467	455	350	318	225	175	197	226	270	19.5
St. Andrews	955	913	900	898	863	892	869	716	637	544	568	4.4
St. Augustine's	956	1,031	1,039	1,109	1,103	1,286	1,442	1,488	1,515	1,529	1,641	7.3
Salem	581	590	552	547	526	525	610	620	617	630	597	-5.2
Shaw	961	1,103	1,085	1,203	1,154	1,060	1,259	1,529	1,625	1,555	1,411	-9.3
Wake Forest	3,022	3,163	3,177	3,210	3,326	3,738	4,013	4,116	4,195	4,442	4,516	1.7

Table A-3-8 Cont.

HEADCOUNT ENROLLMENT IN NORTH CAROLINA COLLEGES AND UNIVERSITIES AND PERCENTAGE CHANGE BY INSTITUTION, 1966-1976

Institution	Fall 1966	Fall 1967	Fall 1968	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976 Number	Fall 1976 % Change Over 1975
SENIOR COL. & UNIV. (Cont.)												
Warren Wilson	277	307	376	401	373	360	374	388	405	461	505	9.5%
Sr. Col. & Univ. Total	37,308	38,199	38,857	38,976	38,992	40,637	41,339	41,510	41,637	42,345	43,550	2.8
THEOLOGICAL SEMINARY												
Southeastern Baptist Theological Seminary	484	547	582	570	520	552	581	634	857	796	896	12.6
BIBLE COLLEGES												
John Wesley	49	56	61	40	66	59	62	69	69	68	102	50.0
Kernersville Wesleyan	116	111	94	77	71	-	-	-	-	-	-	-
Piedmont	260	285	329	365	387	385	399	397	417	482	450	-6.6
Bible Col. Total	425	452	484	482	524	444	461	466	486	550	552	0.4
JUNIOR COLLEGES												
Brevard	615	645	639	614	595	531	447	477	535	515	531	3.1
Chowan	1,234	1,302	1,338	1,316	1,483	1,545	1,224	1,149	1,022	1,022	1,051	2.8
Kittrell	182	276	316	334	380	554	501	336	404	-	-	-
Lees-McRae	613	624	687	631	660	670	669	721	717	712	734	3.1
Louisburg	691	700	823	815	785	777	744	737	663	580	649	11.9
Mitchell	629	543	539	578	546	576	470	-[e]	-	-	-	-
Montreat-Anderson	466	463	466	470	353	313	363	378	405	427	449	5.2
Mount Olive	363	385	346	313	345	328	300	286	308	399	310	-22.3
Peace	400	379	429	471	489	504	508	460	455	524	525	0.2
St. Mary's	349	354	346	322	321	341	308	315	313	308	286	-7.2
Southwood	339	346	272	209	253	197	153	-	-	-	-	-
Vardell Hall	81	67	51	-	-	-	-	-	-	-	-	-
Wingate	1,561	1,568	1,588	1,607	1,642	1,667	1,550	1,414	1,238	1,172	1,255	7.1
Junior Col. Total	7,523	7,652	7,840	7,680	7,852	8,003	7,237	6,273	6,060	5,659	5,790	2.3
PRIVATE TOTAL	45,740	46,850	47,763	47,708	47,888	49,636	49,618	48,883	49,040	49,350	50,788	2.9
GRAND TOTAL	112,805	120,558	126,839	132,135	140,485	146,007	148,025	150,261	157,678	168,644	168,256	-0.2

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[a] Not in The University of North Carolina in that year.

[b] Fayetteville State University assumed major responsibility for this branch in Fall 1972. Fayetteville State University is in charge of undergraduate programs and East Carolina University and North Carolina State University at Raleigh are in charge of graduate programs.

[c] College transfer program only.

[d] Junior college in that year.

[e] Became community college in that year.

Table A-5-1

NUMBER OF DEGREES CONFERRED BY N.C. PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES BY INSTITUTION, 1975-76, AND 1976-77

INSTITUTION	BACHELOR'S			FIRST PROFESSIONAL			MASTER'S			DOCTOR'S		
	1975-76	1976-77	Per Cent Change	1975-76	1976-77	Per Cent Change	1975-76	1976-77	Per Cent Change	1975-76	1976-77	Per Cent Change
UNIVERSITY OF NORTH CAROLINA												
Appalachian	1,507	1,467	-2.7%	-	-	-%	554	838	51.3%	-	-	-%
East Carolina	1,832	1,922	4.9	-	-	-	597	740	24.0	-	-	-
Elizabeth City	214	260	21.5	-	-	-	-	-	-	-	-	-
Fayetteville	446	521	16.8	-	-	-	-	-	-	-	-	-
N.C. A and T	769	646	-16.0	-	-	-	285	276	-3.2	-	-	-
N.C. Central	615	630	2.4	110	43	-60.9	213	199	-6.6	-	-	-
N.C. School of the Arts	58	38	-34.5	-	-	-	-	-	-	-	-	-
N.C. State University	2,199	2,282	3.8	-	-	-	498	549	10.2	175	125	-28.6
Pembroke	446	405	-9.2	-	-	-	-	-	-	-	-	-
UNC-Asheville	158	145	-8.2	-	-	-	-	-	-	-	-	-
UNC-Chapel Hill	3,078	3,289	6.9	424	414	-2.4	1,186	1,154	-2.7	299	305	2.0
UNC-Charlotte	1,177	1,140	-3.2	-	-	-	257	362	40.9	-	-	-
UNC-Greensboro	1,302	1,352	3.8	-	-	-	429	509	18.6	46	47	2.2
UNC-Wilmington	441	503	14.1	-	-	-	-	-	-	-	-	-
Western Carolina	928	924	-0.4	-	-	-	385	401	4.2	-	-	-
Winston-Salem	303	322	6.3	-	-	-	-	-	-	-	-	-
UNC TOTAL	15,473	15,846	2.4	534	457	-14.4	4,404	5,028	14.2	520	477	-8.3
PRIVATE SENIOR INSTITUTIONS												
Atlantic Christian	366	349	-4.7	-	-	-	-	-	-	-	-	-
Barber-Scotia	89	69	-22.5	-	-	-	-	-	-	-	-	-
Belmont Abbey	104	115	10.6	-	-	-	-	-	-	-	-	-
Bennett	117	107	-8.6	-	-	-	-	-	-	-	-	-
Campbell	421	355	-15.7	-	-	-	-	-	-	-	-	-
Catawba	243	233	-4.1	-	-	-	-	-	-	-	-	-
Davidson	273	302	10.6	-	-	-	-	-	-	-	-	-
Duke	1,360	1,379	1.4	343	347	1.2	357	348	-2.5	209	204	-2.4
Elon	394	355	-9.9	-	-	-	-	-	-	-	-	-
Gardner-Webb	310	321	3.5	-	-	-	-	-	-	-	-	-
Greensboro	116	102	-12.1	-	-	-	-	-	-	-	-	-
Guilford	296	263	-11.2	-	-	-	-	-	-	-	-	-
High Point	241	197	-18.3	-	-	-	-	-	-	-	-	-
Johnson C. Smith	186	193	3.8	-	-	-	-	-	-	-	-	-
Lenoir Rhyne	306	296	-3.3	-	-	-	-	-	-	-	-	-
Livingstone	150	117	-22.0	6	-	-	-	-	-	-	-	-
Mars Hill	378	283	-25.1	-	-	-	-	-	-	-	-	-
Meredith	277	297	7.2	-	-	-	-	-	-	-	-	-
Methodist	154	144	-6.5	-	-	-	-	-	-	-	-	-
N.C. Wesleyan	146	138	-5.5	-	-	-	-	-	-	-	-	-
Pfeiffer	187	203	8.6	-	-	-	-	-	-	-	-	-
Queens	92	110	19.6	-	-	-	-	-	-	-	-	-
Sacred Heart	43	37	-14.0	-	-	-	-	-	-	-	-	-
St. Andrews	138	124	-10.2	-	-	-	-	-	-	-	-	-
St. Augustine's	270	241	-10.8	-	-	-	-	-	-	-	-	-
Salem	130	109	-16.2	-	-	-	-	-	-	-	-	-
Shaw	365	287	-21.4	-	-	-	-	-	-	-	-	-
Wake Forest	664	603	-9.2	231	259	12.1	150	160	6.7	5	5	-
Warren Wilson	67	80	19.4	-	-	-	-	-	-	-	-	-
PRIVATE SENIOR INSTITUTIONS TOTAL	7,883	7,409	-6.0	580	606	4.5	507	508	0.2	214	209	-2.3
GRAND TOTAL	23,356	23,255	-0.4	1,114	1,063	-4.6	4,911	5,536	12.7	734	686	-6.5

Table A-5-2

NUMBER OF BACHELOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION AND FIELD OF STUDY, 1976-77

INSTITUTION	Agriculture and Natural Resources	Architecture and Environmental Design	Area Studies	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Law	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA																								
Appalachian	-	2	-	34	260	-	3	695	-	18	13	44	17	-	41	21	25	7	64	33	163	-	7	1,467
East Carolina	-	23	-	45	288	-	-	494	-	200	9	255	97	-	62	10	27	20	88	172	132	-	-	1,922
Elizabeth City	-	-	-	8	52	-	-	151	-	-	-	-	-	-	9	-	5	3	-	-	32	-	-	260
Fayetteville	-	-	-	5	92	-	-	198	-	1	1	-	-	-	17	-	14	9	10	-	174	-	-	521
N.C. A and T	18	-	-	15	133	-	-	77	91	15	3	67	49	-	20	-	4	13	50	37	53	-	1	646
N.C. Central	-	-	-	30	148	-	-	134	-	22	2	41	12	-	24	-	9	4	39	46	119	-	-	630
N.C. School of the Arts	-	-	-	-	-	-	-	-	-	38	-	-	-	-	-	-	-	-	-	-	-	-	-	38
N.C. State University	364	102	-	195	158	-	47	113	605	-	5	57	-	-	107	-	35	92	44	170	181	-	7	2,282
Pembroke	-	-	-	20	64	-	-	155	-	2	-	-	10	-	24	-	7	13	25	-	86	-	-	405
UNC-Asheville	-	-	-	9	22	-	-	-	-	9	8	-	-	-	16	-	1	3	31	-	46	-	-	145
UNC-Chapel Hill	-	-	45	173	621	210	-	259	-	113	45	379	-	2	299	-	69	205	222	93	494	-	60	3,289
UNC-Charlotte	-	48	-	43	249	-	-	89	97	33	12	71	-	-	84	-	20	40	104	48	202	-	-	1,140
UNC-Greensboro	-	-	-	57	151	-	-	267	-	88	10	193	203	-	89	-	43	19	76	52	100	-	4	1,352
UNC-Wilmington	-	-	-	82	60	-	3	108	-	16	9	6	-	-	40	-	7	41	28	-	93	-	10	503
Western Carolina	-	-	-	20	218	-	9	309	-	38	1	76	36	-	13	-	9	14	35	77	69	-	-	924
Winston-Salem	-	-	-	5	48	-	-	140	-	-	-	50	-	-	9	-	3	-	8	-	53	-	6	322
UNC TOTAL	382	175	45	761	2,564	210	62	3,189	793	593	118	1,239	424	2	854	31	270	482	824	720	1,997	-	95	15,846
PRIVATE SENIOR INSTITUTIONS																								
Atlantic Christian	-	-	-	11	77	-	-	122	-	9	2	41	-	-	32	-	9	1	22	-	23	-	-	349
Barber-Scotia	-	-	-	15	14	-	-	27	-	-	-	-	-	-	-	-	-	-	-	-	13	-	-	69
Belmont Abbey	-	-	-	13	53	-	-	1	-	1	-	-	-	-	6	-	-	5	1	6	23	-	-	115
Bennett	-	-	-	4	9	-	-	39	-	1	1	3	7	-	4	-	1	3	4	5	17	-	9	107
Campbell	-	-	-	6	95	-	2	94	-	2	1	10	11	-	10	-	14	19	12	6	53	20	-	355
Catawba	-	-	-	10	64	1	-	60	-	5	-	-	-	-	16	-	8	6	16	-	39	-	8	233
Davidson	-	-	-	23	-	-	-	1	-	16	8	-	-	-	45	-	19	18	25	-	106	-	43	302
Duke	-	-	-	145	98	-	3	23	103	41	55	151	-	-	127	-	28	78	142	33	352	-	-	1,379
Elon	2	-	-	9	83	-	1	118	1	5	-	9	-	-	28	-	5	11	-	8	74	1	-	355
Gardner-Webb	-	-	-	17	67	-	7	58	-	26	6	-	-	-	55	-	9	4	17	-	19	36	-	321
Greensboro	-	-	-	18	7	-	-	49	-	8	-	-	-	-	7	-	-	-	4	1	8	-	-	102
Guilford	-	-	-	25	40	-	-	21	-	16	5	-	-	-	21	-	5	9	16	47	54	-	4	263
High Point	-	-	-	13	32	-	-	51	-	6	-	-	-	-	17	-	5	5	16	-	28	6	18	197
Johnson C. Smith	-	-	-	7	46	9	-	54	-	3	-	-	-	-	7	-	5	9	18	-	35	-	-	193
Lenoir Rhyne	-	-	-	7	44	-	-	95	-	8	2	35	-	-	24	-	6	3	-	-	56	3	13	296
Livingstone	-	-	-	7	26	-	-	36	-	-	-	-	-	-	3	-	2	1	-	-	42	-	-	117
Mars Hill	-	-	-	8	64	-	-	123	-	19	6	13	2	-	20	-	3	5	11	7	24	-	-	283
Meredith	-	-	-	15	35	-	-	15	-	33	7	-	37	-	35	-	21	6	32	-	55	-	7	297
Methodist	-	-	-	2	35	-	-	37	2	10	3	1	-	-	10	-	2	-	-	-	33	9	-	144
N.C. Wesleyan	2	-	-	5	11	-	-	15	-	5	1	-	-	-	14	-	8	2	10	24	40	-	1	138
Pfeiffer	-	-	-	7	43	-	-	41	-	1	-	2	-	-	18	-	2	4	6	39	26	6	8	203
Queens	-	-	3	10	4	1	-	17	-	16	2	10	-	-	21	-	5	-	3	1	16	-	1	110
Sacred Heart	-	-	-	2	-	-	-	27	-	-	-	-	-	-	-	-	-	-	3	5	-	-	-	37
St. Andrews	-	-	-	9	18	-	-	16	-	14	1	-	-	-	28	-	3	1	8	-	22	-	4	124
St. Augustine's	-	-	-	7	77	-	-	80	1	6	1	2	-	-	7	-	4	3	2	-	31	-	-	241
Salem	-	-	1	8	-	-	-	3	-	16	4	-	2	-	21	-	4	1	23	-	26	-	-	109
Shaw	-	3	-	8	77	16	-	60	-	3	-	7	-	-	10	-	3	3	-	15	62	-	20	287
Wake Forest	1	-	-	68	122	-	-	31	-	9	24	12	-	2	82	-	27	32	50	-	143	-	-	603
Warren Wilson	-	-	4	10	-	-	-	14	-	5	-	-	-	-	8	-	2	5	11	-	18	-	3	80
PRIVATE SENIOR INSTITUTIONS TOTAL	5	3	8	489	1,221	27	13	1,328	107	282	127	296	59	2	676	-	201	232	432	197	1,464	81	139	7,409
GRAND TOTAL	387	178	53	1,250	3,785	237	75	4,517	900	875	245	1,535	483	4	1,530	31	479	714	1,276	925	3,461	81	234	23,255

Table A-5-3

NUMBER OF MASTER'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION AND FIELD OF STUDY, 1976-77

INSTITUTION	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Library Science	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA																						
Appalachian	-	-	22	40	-	-	614	-	-	6	12	-	8	19	13	1	27	-	76	-	-	838
East Carolina	-	-	17	47	-	-	449	-	23	1	42	33	15	33	11	8	34	4	23	-	-	740
N.C. A and T	12	-	8	-	-	-	235	5	-	-	-	4	3	-	3	3	-	-	3	-	-	276
N.C. Central	-	-	3	11	-	-	134	-	5	-	-	-	4	22	2	4	-	2	12	-	-	199
N.C. State University	61	52	31	5	-	-	101	127	-	-	-	-	11	-	13	16	12	66	43	-	11	549
UNC-Chapel Hill	-	39	67	120	18	13	150	-	47	29	228	-	65	115	11	17	22	144	64	-	5	1,154
UNC-Charlotte	-	-	2	15	-	-	309	-	-	-	-	-	15	-	11	-	-	-	10	-	-	362
UNC-Greensboro	-	-	8	46	-	-	175	-	55	5	29	51	21	37	19	4	10	-	49	-	-	509
Western Carolina	-	-	2	33	-	-	323	-	-	-	-	-	10	-	2	3	15	-	13	-	-	401
UNC TOTAL	73	91	160	317	18	13	2,490	132	130	41	311	88	152	226	85	56	120	216	293	-	16	5,028
PRIVATE SENIOR INSTITUTIONS																						
Duke	36	-	11	41	-	-	84	21	-	-	60	-	30	-	6	14	6	1	38	-	-	348
Wake Forest	-	-	14	80	-	-	27	-	1	-	-	-	12	-	4	4	7	-	7	4	-	160
PRIVATE SENIOR INSTITUTIONS TOTAL	36	-	25	121	-	-	111	21	1	-	60	-	42	-	10	18	13	1	45	4	-	508
GRAND TOTAL	109	91	185	438	18	13	2,601	153	131	41	371	88	194	226	95	74	133	217	338	4	16	5,536

Table A-5-4

NUMBER OF DOCTOR'S DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION AND FIELD OF STUDY, 1976-77

INSTITUTION	Agriculture and Natural Resources	Architecture and Environmental Design	Biological Sciences	Business and Management	Communications	Computer and Information Sciences	Education	Engineering	Fine and Applied Arts	Foreign Languages	Health Professions	Home Economics	Letters	Mathematics	Physical Sciences	Psychology	Public Affairs and Services	Social Sciences	Theology	Interdisciplinary Studies	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA																					
N.C. State University	19	-	27	-	-	-	24	25	-	-	-	-	-	2	13	5	-	8	-	2	125
UNC-Chapel Hill	-	1	33	16	1	4	22	-	5	21	17	-	40	9	36	23	-	73	-	4	305
UNC-Greensboro	-	-	-	-	-	-	21	-	-	-	-	9	3	-	-	14	-	-	-	-	47
UNC TOTAL	19	1	60	16	1	4	67	25	5	21	17	9	43	11	49	42	-	81	-	6	477
PRIVATE SENIOR INSTITUTIONS																					
Duke	3	-	41	-	-	-	25	9	-	7	1	-	24	3	23	13	1	46	8	-	204
Wake Forest	-	-	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
PRIVATE SENIOR INSTITUTIONS TOTAL	3	-	46	-	-	-	25	9	-	7	1	-	24	3	23	13	1	46	8	-	209
GRAND TOTAL	22	1	106	16	1	4	92	34	5	28	18	9	67	14	72	55	1	127	8	6	686

Table A-5-5

FIRST PROFESSIONAL DEGREES CONFERRED BY NORTH CAROLINA COLLEGES AND UNIVERSITIES BY INSTITUTION AND FIELD OF STUDY, 1976-77

INSTITUTION	DENTISTRY	MEDICINE	LAW	THEOLOGY	GRAND TOTAL
UNIVERSITY OF NORTH CAROLINA					
N.C. Central	-	-	43	-	43
UNC-Chapel Hill	78	128	208	-	414
UNC TOTAL	78	128	251	-	457
PRIVATE SENIOR INSTITUTIONS					
Duke	-	123	142	82	347
Wake Forest	-	96	163	-	259
PRIVATE SENIOR INSTITUTIONS TOTAL	-	219	305	82	606
GRAND TOTAL	78	347	556	82	1,063

Table A-5-6

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

AGRICULTURE AND NATURAL RESOURCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0101 Agriculture, general					BM			M								
0102 Agronomy (field crops, and crop management)								BMD								
0103 Soils science (management and conservation)								BMD								
0104 Animal science (husbandry)								BMD								
0106 Poultry science								BM								
0108 Horticulture (fruit and vegetable production)								BMD								
0111 Agricultural economics					B(m)			BM								
0112 Agricultural business					B											
0113 Food science and technology					B			BMD								
0114 Forestry								BMD								
0115 Natural resources management								B								
0116 Agriculture and forestry technologies					B			BMD								
0198 Agricultural science					B											

ARCHITECTURE AND ENVIRONMENTAL DESIGN

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0201 Environmental design, general								B								
0202 Architecture								M				B				
0204 Landscape architecture					B			BM								
0205 Urban architecture								M								
0206 City, community, and regional planning	B	B									MD	(m)				
0298 Product design								BM								

AREA STUDIES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0302 East Asian studies											(b)					
0305 African studies											B					
0308 Latin American studies											B		B			
0313 American studies											B					
0398 International studies											B					

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(b) - projected baccalaureate (m) - projected master's (i) - projected specialist (c) - projected certificate of advanced study (p) - projected professional (d) - projected doctorate

Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

BIOLOGICAL SCIENCES

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WSU	WSSU
0401	Biology, general	BMI	BM(c)	B	B	BM	BM		B	B	B	B	BM	BM	B	BM	B
0402	Botany, general								BMD			BMD					
0403	Bacteriology											BMD					
0404	Plant pathology								MD								
0407	Zoology, general								BMD			BMD					
0408	Pathology, human and animal											MD					
0409	Pharmacology, human and animal		(d)									MD					
0410	Physiology, human and animal		(d)						MD			MD					
0411	Microbiology		(d)						BMD								
0412	Anatomy		(d)									MD					
0414	Biochemistry		B(d)						BMD			MD					
0418	Marine biology														B(m)		
0419	Biometrics and biostatistics											MD					
0420	Ecology			(b)					M			MD					
0421	Entomology								BMD								
0422	Genetics								MD			MD					
0424	Nutrition, scientific (excludes nutrition in home economics and dietetics)								BMD			MD					
0425	Neurosciences											D					
0426	Toxicology								(m)(d)								
0495	Biomathematics								MD								
0496	Pest management for crop protection								B								
0497	Parasitology											MD					
0498	Wildlife biology								BM								

BUSINESS AND MANAGEMENT

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0501	Business and commerce, general	BM															
0502	Accounting	BM				B	B		B				B	B	B	B	
0504	Banking and finance	B														B	
0506	Business management and administration	BM	BM	B	B	B	BM		BM	B	B	BMD	BM	BM	B	BM	B
0507	Operations research								MD			MD					
0509	Marketing and purchasing	B												B	B	B	
0510	Transportation and public utilities					B											
0514	Secretarial studies	B	B			B								B		B	B
0516	Labor and industrial relations											B					
0517	Business economics	B				B	B								B	B	
0597	Insurance and real estate	B															
0598	Business law															B	

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(b) - projected baccalaureate (m) - projected master's (i) - projected specialist (c) - projected certificate of advanced study (p) - projected professional (d) - projected doctorate

Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

COMMUNICATIONS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0601	Communications, general	B															
0602	Journalism (printed media)											BM					
0603	Radio/television											BM					
0698	Mass communications research											D					

COMPUTER AND INFORMATION SCIENCES

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0701	Computer and information sciences, general	B	B			(b)			BM			MD			B	B	(b)

EDUCATION

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC* A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0801	Education, general								B								
0802	Elementary education, general	BMI	BM	B	B	BM	BM			B(m)		BM	BM	BM	BM	BMI	B
0805	Higher education, general	MI										MD					
0806	Junior and community college education															M	
0807	Adult and continuing education		M			M			MD								
0808	Special education, general	BMI	BM	(b)	(b)	(b)	M		M	B		MD		(m)	(b)	BM	B
0812	Education of the deaf													BM			
0815	Speech correction															BM	
0816	Education of the emotionally disturbed																
0821	Social foundations (history and philosophy of education)											D					
0822	Educational psychology (include learning theory)											MD		(m)			
0825	Educational testing, evaluation and measurement													M			
0826	Student personnel (counseling and guidance)	MI	M			M	M		MD			MD	M	MID		M	
0827	Educational administration	MIC											M	MID		MI	
0828	Educational supervision	MI												M		MI	
0829	Curriculum and instruction								MD			MD	M	D		MI	

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*Special Note: UNC-A does not grant a degree in education, but does offer certification for teachers at the early childhood, K-3; intermediate, 4-9; and secondary levels. These persons complete academic majors along with the professional courses and are candidates for degrees in various discipline specialties as reflected elsewhere in this inventory.

Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

EDUCATION (Cont.)

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0830 Reading education (methodology and theory)	BMI	(m)	B	(b)	(b)M				B		M				BM	
0831 Art education (methodology and theory)	B(m)	BM	B		BM				B		BM	B	BM		B(m)	B
0832 Music education (methodology and theory)	BM	(c)		B	B				B		BM	B	BMD		BM	B
0833 Mathematics education (methodology and theory)								BMD								
0834 Science education (methodology and theory)	B	BM						BMD			BM		M		B	
0836 Driver and safety education	B(m)	BM			BM											
0837 Health Education (include family life education)	B	B				B							BM		B	
0838 Business, commerce, and distributive education	B	BM	B	B	B	BM			B				BM		BM	B
0839 Industrial arts, vocational, and technical education	BM	BM	B		BM			BMD							BM	
0892 Agricultural education								BM								
0893 Educational administration and supervision		MI			M	M		MD	(m)		MCD			M		
0894 Student personnel services in higher education											M					
0895 Health and physical education	BM	BM	B	B	BM	BM			B		BM		BMD	B	BM	B
0897 Educational media	MI				M	M					M		(m)		BM	

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Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

ENGINEERING

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
0901 Engineering, general					M			BM				(m)				
0902 Aerospace, aeronautical and astronautical engineering								B								
0903 Agricultural engineering					B											
0904 Architectural engineering					B											
0906 Chemical engineering (include petroleum refining)								BMD								
0908 Civil, construction, and transportation engineering								BMD								
0909 Electrical, electronics, and communications engineering					B(m)			BMD								
0910 Mechanical engineering					B			BMD								
0913 Industrial and management engineering					B(m)			BMD								
0915 Materials engineering								BMD								
0919 Engineering physics					B											
0920 Nuclear engineering								BMD								
0921 Engineering mechanics								MD								
0925 Engineering technologies					B							B			(b)	
0993 Engineering analysis and design												B				
0994 Urban and environmental engineering												B				
0995 Textile materials and management								BM								
0996 Biological and agricultural engineering								BMD								
0997 Furniture manufacturing and management								B								
0998 Engineering science, mechanics and materials												B				

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Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

FINE AND APPLIED ARTS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1001	Fine arts, general														B		
1002	Art (painting, drawing, sculpture)	B	BM			B	B			B	B	BM	B	BM		B(m)	B
1003	Art history and appreciation		B									BMD		B			
1004	Music (performing, composition, theory)	B	BM					B				BM	B	BM			
1005	Music (liberal arts program)	B	B			B	BM			B		BMD				B	
1006	Music history and appreciation (musicology)						(b)							B			
1007	Dramatic arts	B	B		B	B	B	B			B	BMI	B	BM		B	
1008	Dance		B					B					B	BM			
1094	Professional theatre					B											
1095	Community arts management		B														
1096	Music therapy		B														
1097	Film, T.V. and recording in performing arts (5th yr program)							*									
1098	Music merchandising	B															

FOREIGN LANGUAGES

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1102	French	BM	B		B	BM	BM		B	B	B	BM	B	BM	B	B	
1103	German		B				B				B	BM	B	B		B	
1104	Italian											B					
1105	Spanish	BM	B				B		B	B	B	BM	B	BM	B	B	
1106	Russian											B					
1109	Latin											BM		B			
1110	Greek, classical													B			
1195	Portuguese											B					
1196	Slavic languages (including Russian)											MD					
1197	Germanic languages											MD					
1198	Romance languages and literatures											MD					

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*This is a program designed for those who have completed a baccalaureate at the North Carolina School of the Arts.

Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

HEALTH PROFESSIONS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1203	Nursing		BM			B	B					BM	B	BM		B	B
1204	Dentistry, D.D.S. or D.M.D. degree											P					
1205	Dental specialties											M					
1206	Medicine, M.D. degree		P									P					
1208	Occupational therapy		B									(m)					
1211	Pharmacy											BMD					
1212	Physical therapy		B									BM					
1213	Dental hygiene											B					
1214	Public health											BM					
1215	Medical record librarianship		B													B	
1220	Speech pathology and audiology	BM	BM									M(d)		BM			
1281	Rehabilitation counseling		M									M					
1282	Health statistics		B														
1223	Medical laboratory technologies	B	B		B				B	B		B		B	B	B	B
1225	Radiologic technologies											B					
1286	Pre-dental and pre-medical								B								
1287	Environmental sciences and engineering											MD					
1288	Health administration											MD					
1289	Health education											MD					
1290	Public health nursing											M					
1291	Special pre-professional, medicine											B					
1292	Dental auxiliary teacher education											B(m)					
1293	Maternal and child health											MD					
1295	Epidemiology											MD					
1296	Health care management (not hospital administration)	B															
1297	Special pre-professional, dentistry											B					
1298	Environmental health		BM													(b)	

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Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

HOME ECONOMICS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1301	Home economics, general	B	BM			B	BM			B				BMD		B(m)	
1302	Home decoration and home equipment	B												B			
1303	Clothing and textiles	B				B	B							BMD			
1304	Consumer economics and home management													MD			
1305	Family relations and child development		M			B								BMD			
1306	Foods and nutrition (include dietetics)	B				BM	B							BMD			

LAW

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1401	Law, general						P					P					
1498	Special pre-professional, law											B					

LETTERS

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1501	English, general	BM	BMC	B	B	BM	BM		B	B		BMD	BM	BMD	B	BM	B
1502	Literature, English								M		B						
1503	Comparative literature											BMD					
1504	Classics										B	BMD					
1505	Linguistics (includes phonetics, semantics, and philology)											BMD					
1506	Speech, debate, and forensic science (rhetoric and public address)	B				B			B			BM		BM	(b)		
1507	Creative writing								B				B	M			
1509	Philosophy		B				B		B		B	BMD	B	B			
1510	Religious studies (exclude theological professions)											BM*	B	B			
1596	Folklore											M					
1597	Philosophy and religion	B								B					B		
1598	Literature and classics										B						

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*A new program authorized for planning under this same number at the master's level.

Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

LIBRARY SCIENCE

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1601 Library science, general	BM	BM				M					MD		M			

MATHEMATICS

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1701 Mathematics, general	BM	BM	B	B	BM	BM		BMD	B	B	BMD	BM	BM	B	BM	B
1702 Statistics, mathematical and theoretical	B							BMD			MD					
1703 Applied mathematics								MD								
1798 Mathematical sciences											B					

PHYSICAL SCIENCES

Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
1901 Physical sciences, general											M				BM	
1902 Physics, general (exclude biophysics)	B	BM			B	B		BMD		B	BMD	B	BM	B	B	
1905 Chemistry, general (exclude biochemistry)	BM	BM	B	B	BM	BM		BMD	B	B	BMD	BM	BM	B	BM	
1911 Astronomy											(b)					
1913 Atmospheric sciences and meteorology								BM		(b)						
1914 Geology	B	BM	B					BM			BMD			B	B	
1917 Earth sciences, general												B	B	B	B	
1996 Textile chemistry								BM								
1997 Fiber and polymer science								D								
1998 Applied physics		B														

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Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

PSYCHOLOGY

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2001	Psychology, general	BM	BM	(b)	B	B	BM		BMD	B	B	BMD	B	BMD	B	BM	B
2003	Clinical psychology	M	M													M	
2004	Psychology for counseling	BM															
2097	School psychology	(m)	MC									M D		MI		MI	

PUBLIC AFFAIRS AND SERVICES

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2102	Public administration		M						M			M	M				(b)
2103	Parks and recreation management	B	B			B	BM		BM			BM		B	(b)	B	
2104	Social work and helping services (other than clinical social work)		B			B			B			M		B		B	
2105	Law enforcement and corrections	B	B	B			B		B			B	B			B	
2198	Human services, general												B				

SOCIAL SCIENCES

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2201	Social sciences, general	BM		B	B	BM	B		B		B	BM		M	B	BM	
2202	Anthropology	B	B									BMD	B	B		B	
2204	Economics	B			(b)				BMD	B	B	BMD	B	BM		B	
2205	History	BM	BM	B	B	BM	BM		BM	B	B	BMD	BM	BM	B	BM	B
2206	Geography	BM	BM		(b)		B					BMD	BM	B	B	BM	

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Table A-5-6 Cont.

INSTRUCTIONAL PROGRAM INVENTORY AND DEVELOPMENT SCHEDULE

SOCIAL SCIENCES (Cont.)

	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
2207	Political science and government	BM	BM	B	B	B	B		BM	B	B	BMD	B	BM	B	B	B
2208	Sociology	BM	BM	B	B	B	BM		BMD	B	B	BMD	B	BM	B	B	B
2210	International relations											M					
2211	Afro-American (black culture) studies				B		B					B	B				
2214	Urban studies											B					B
2295	Behavioral analysis										B						
2296	Behavioral analysis of historical epochs										B						
2297	Rural sociology								BM								
2298	Political science and sociology										B						

INTERDISCIPLINARY STUDIES

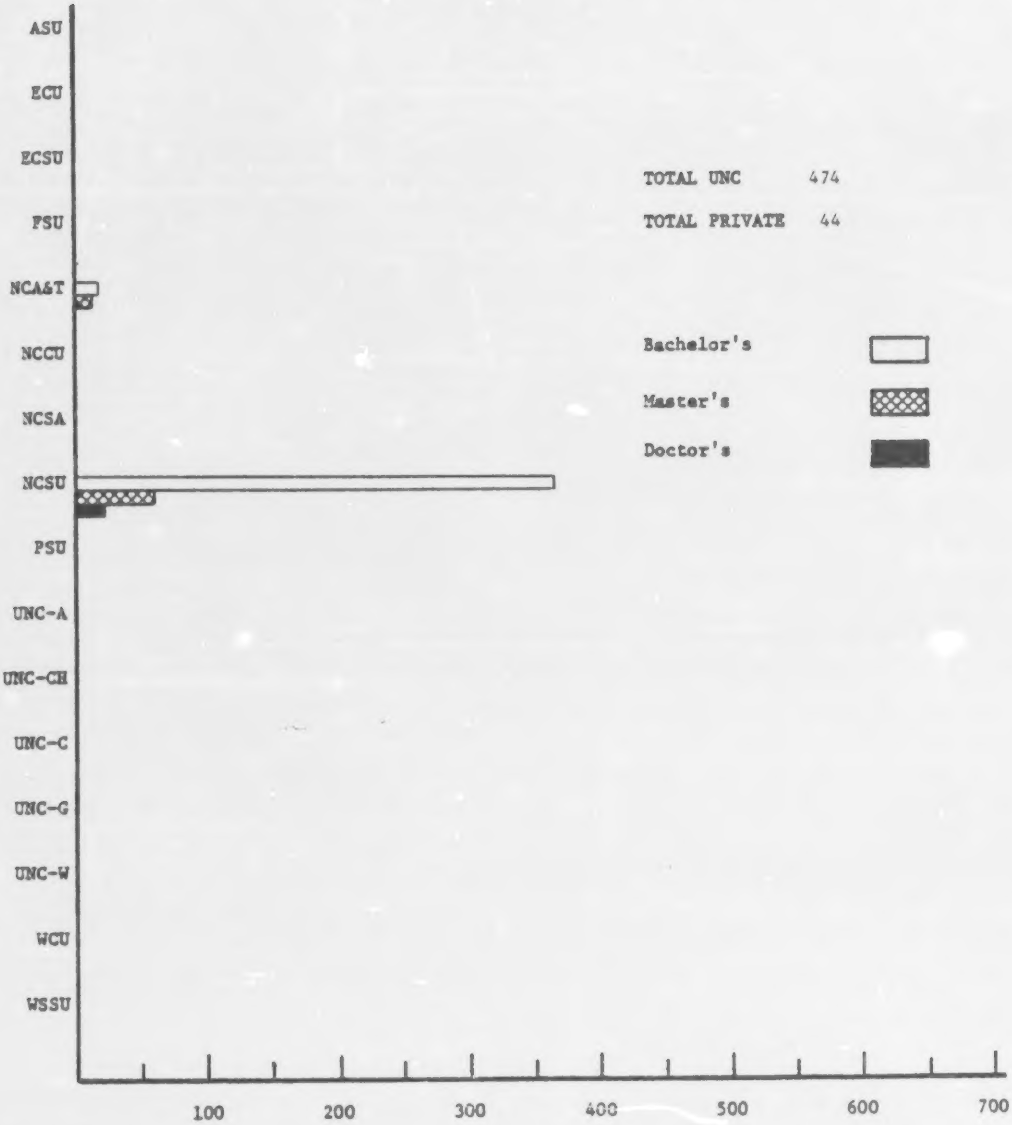
	Discipline Specialty	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSA	NCSU	PSU	UNC A	UNC CH	UNC C	UNC G	UNC W	WCU	WSSU
4901	General liberal arts and sciences	B										B					
4902	Biological and physical sciences								BM								
4903	Humanities and social sciences								B								
4987	Biomedical sciences and mathematics											MD					
4988	Applied science technologies									B							B
4989	Interdepartmental studies													B			
4990	Marine sciences		B						MD			MD					
4991	International development, technology for								M								
4992	Engineering mathematics					B											
4993	Political science and philosophy										B						
4994	History and classics										B						
4995	Literature and drama										B						
4996	Environmental studies														B		
4997	Peace, war and defense											B					
4998	Special studies															B	

KEY: B - baccalaureate degree M - master's degree I - specialist degree (sixth-year program)
C - certificate of advanced study (sixth-year program) P - professional degree D - doctoral degree
(b) - projected baccalaureate (m) - projected master's (i) - projected specialist (c) - projected
certificate of advanced study (p) - projected professional (d) - projected doctorate

Figure A-V-1

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

AGRICULTURE AND NATURAL RESOURCES

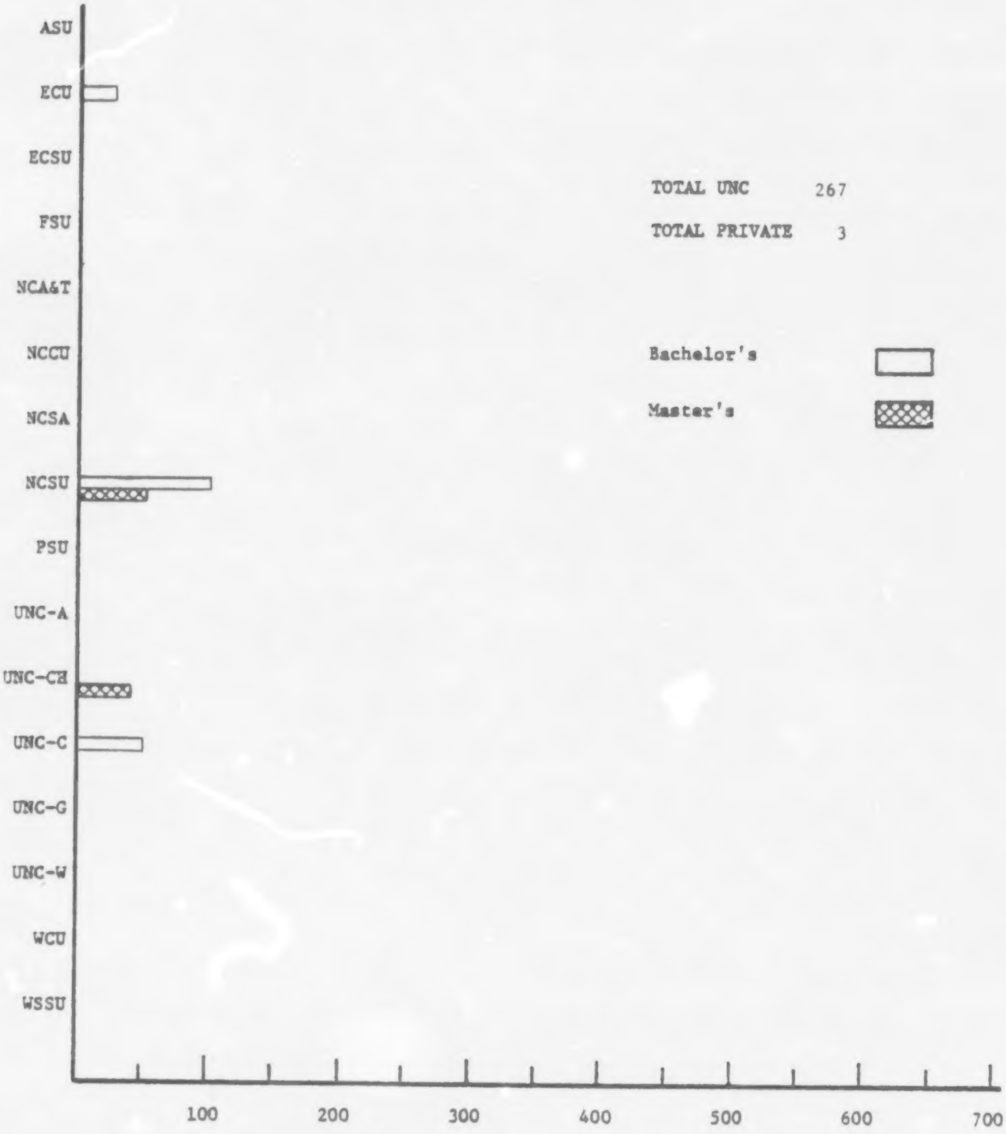


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-2

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

ARCHITECTURE AND ENVIRONMENTAL DESIGN

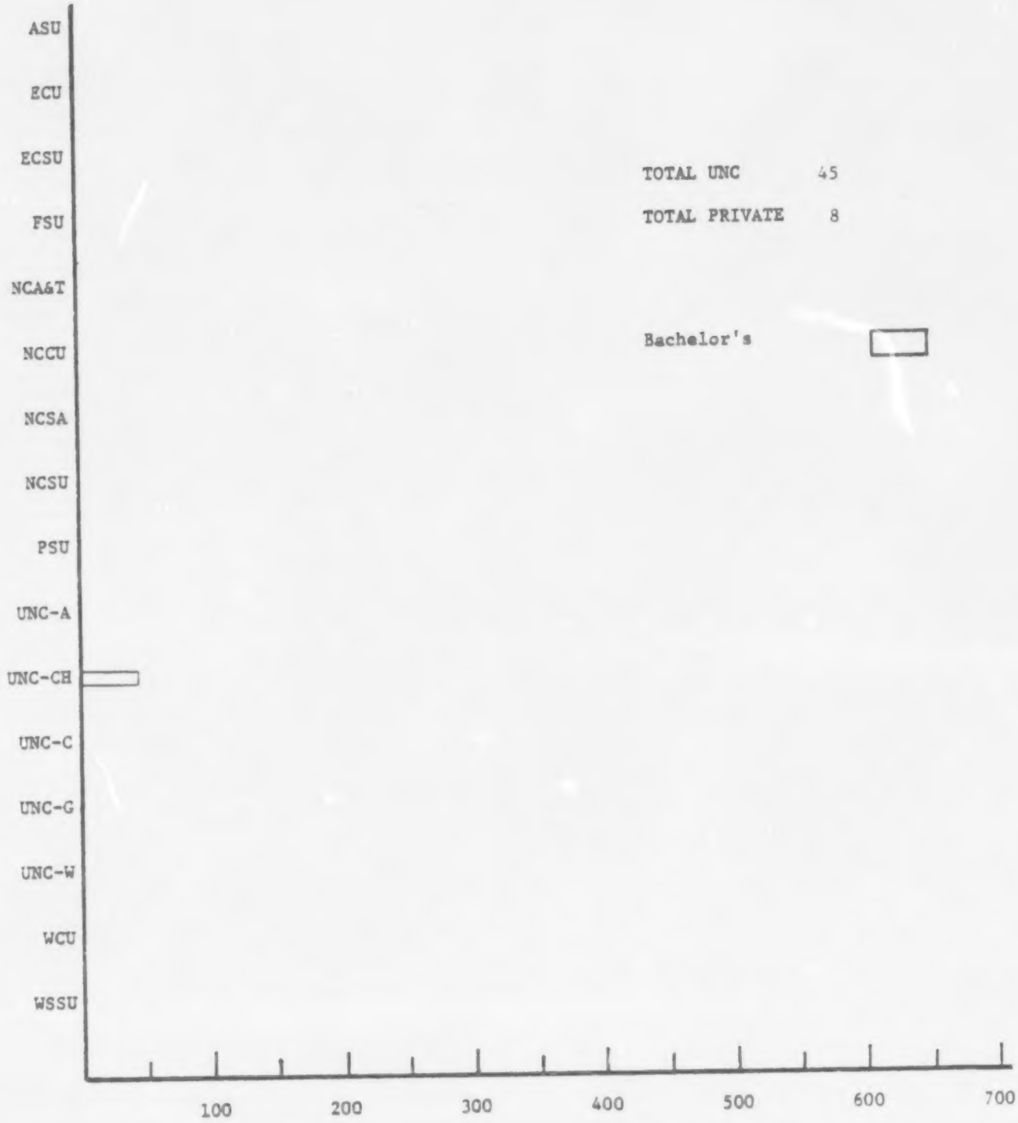


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-3

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

AREA STUDIES

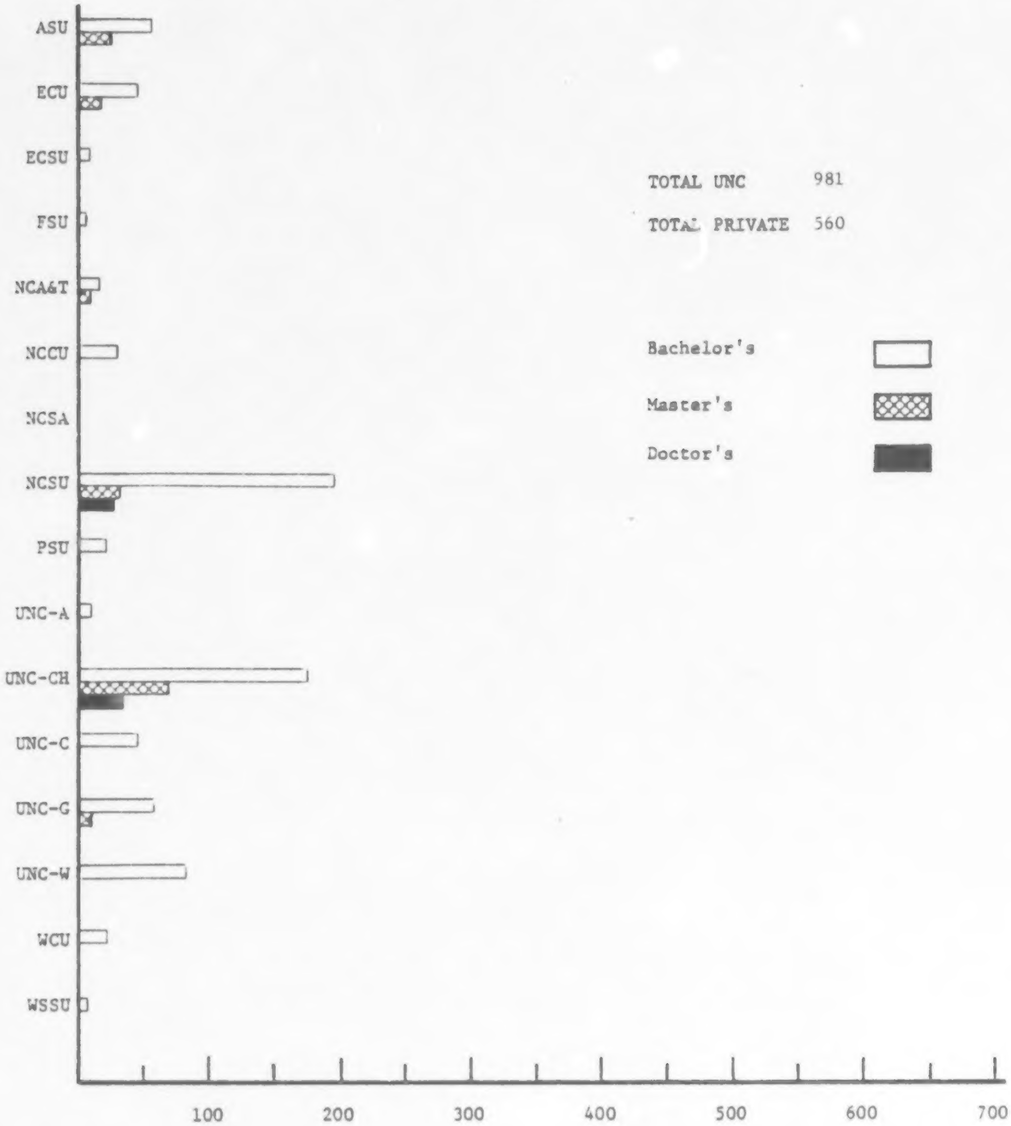


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-4

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

BIOLOGICAL SCIENCES

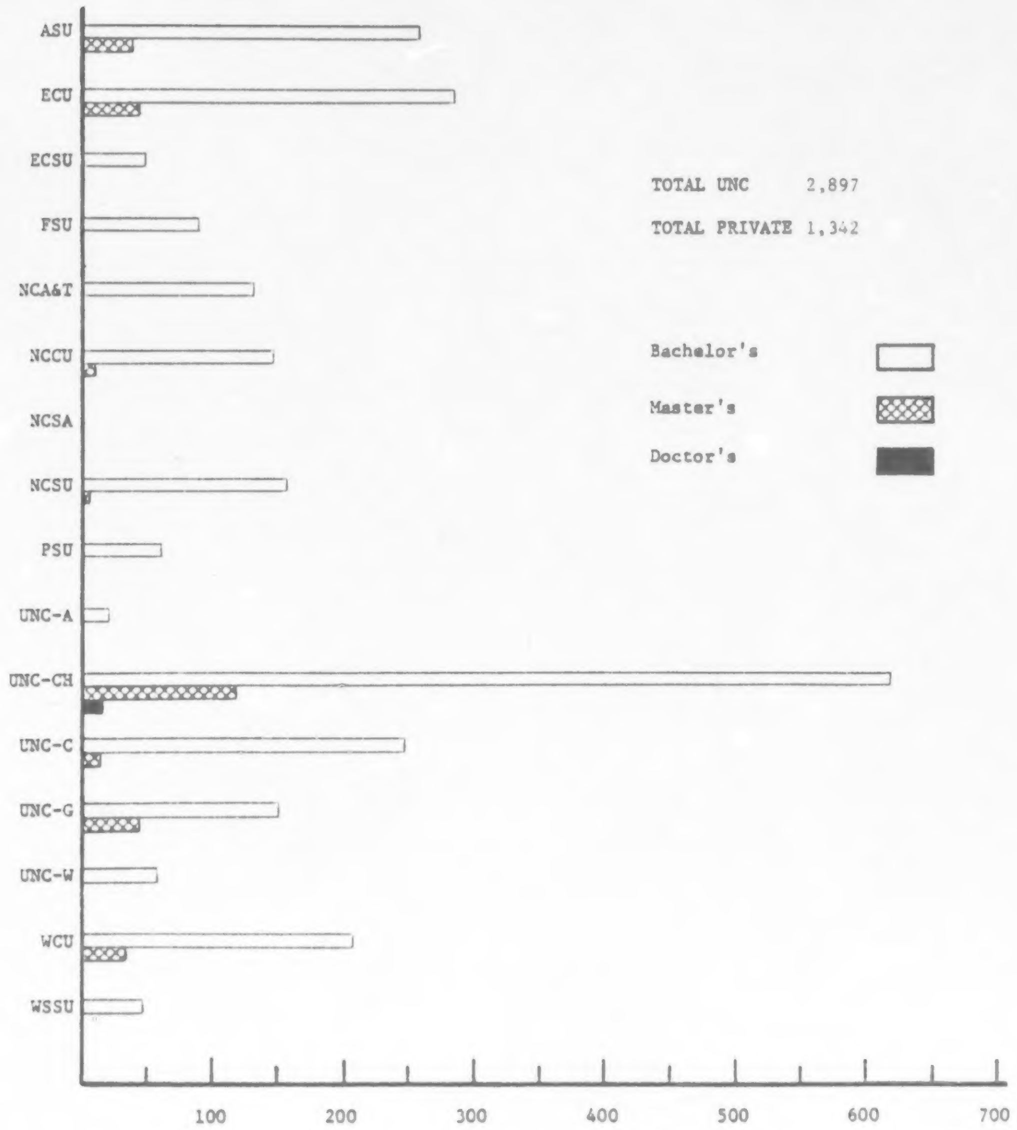


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-5

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

BUSINESS AND MANAGEMENT

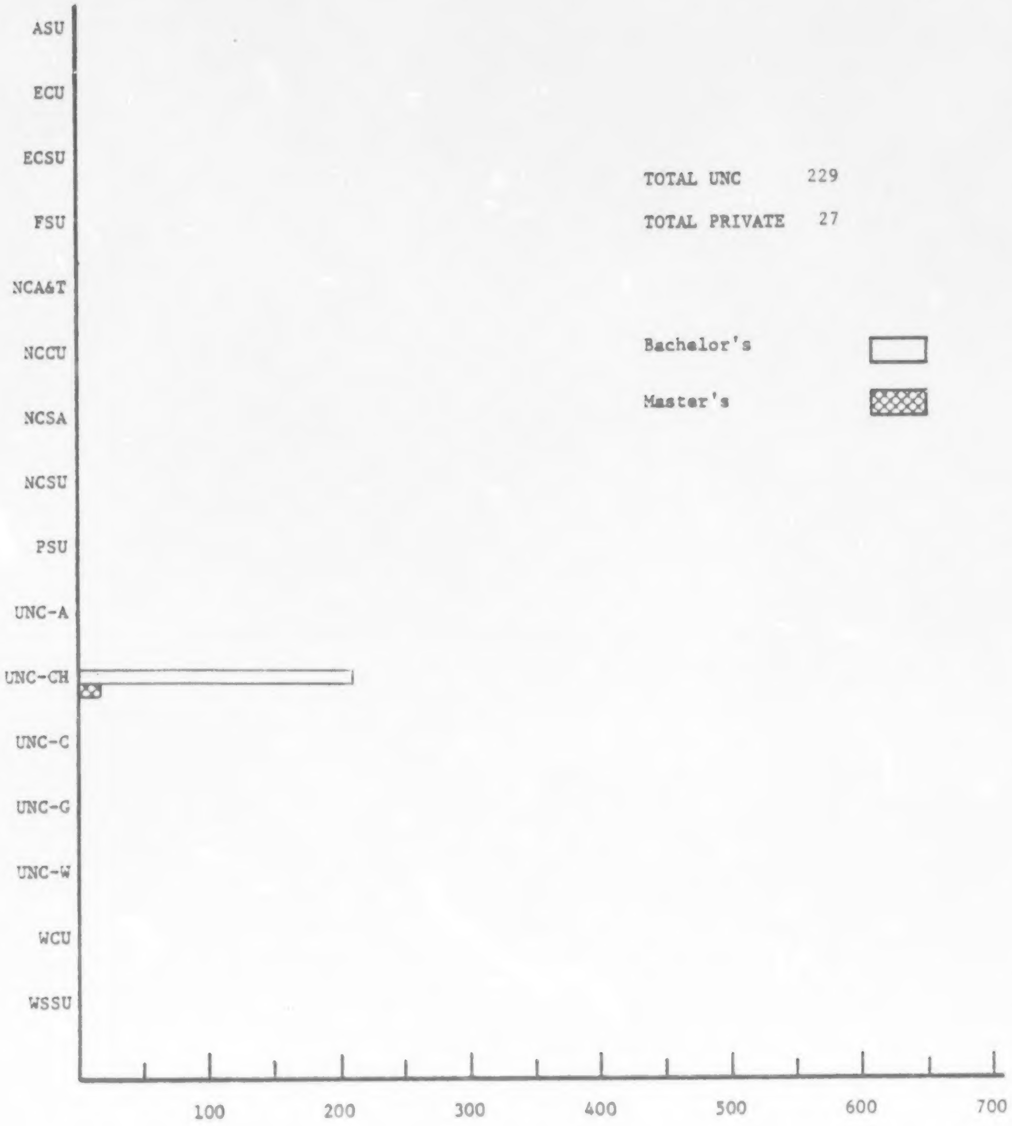


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-6

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

COMMUNICATIONS

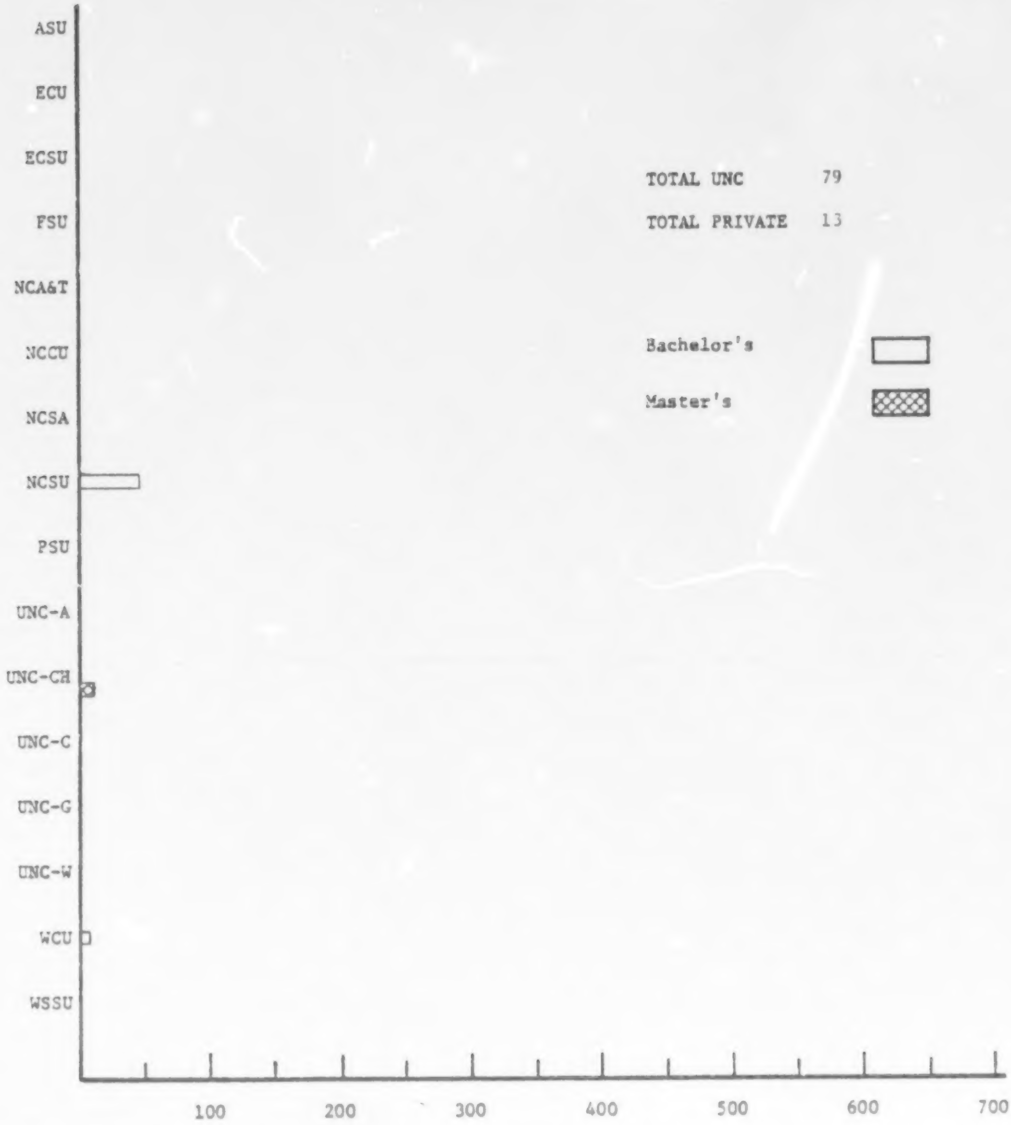


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-7

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

COMPUTER AND INFORMATION SCIENCES

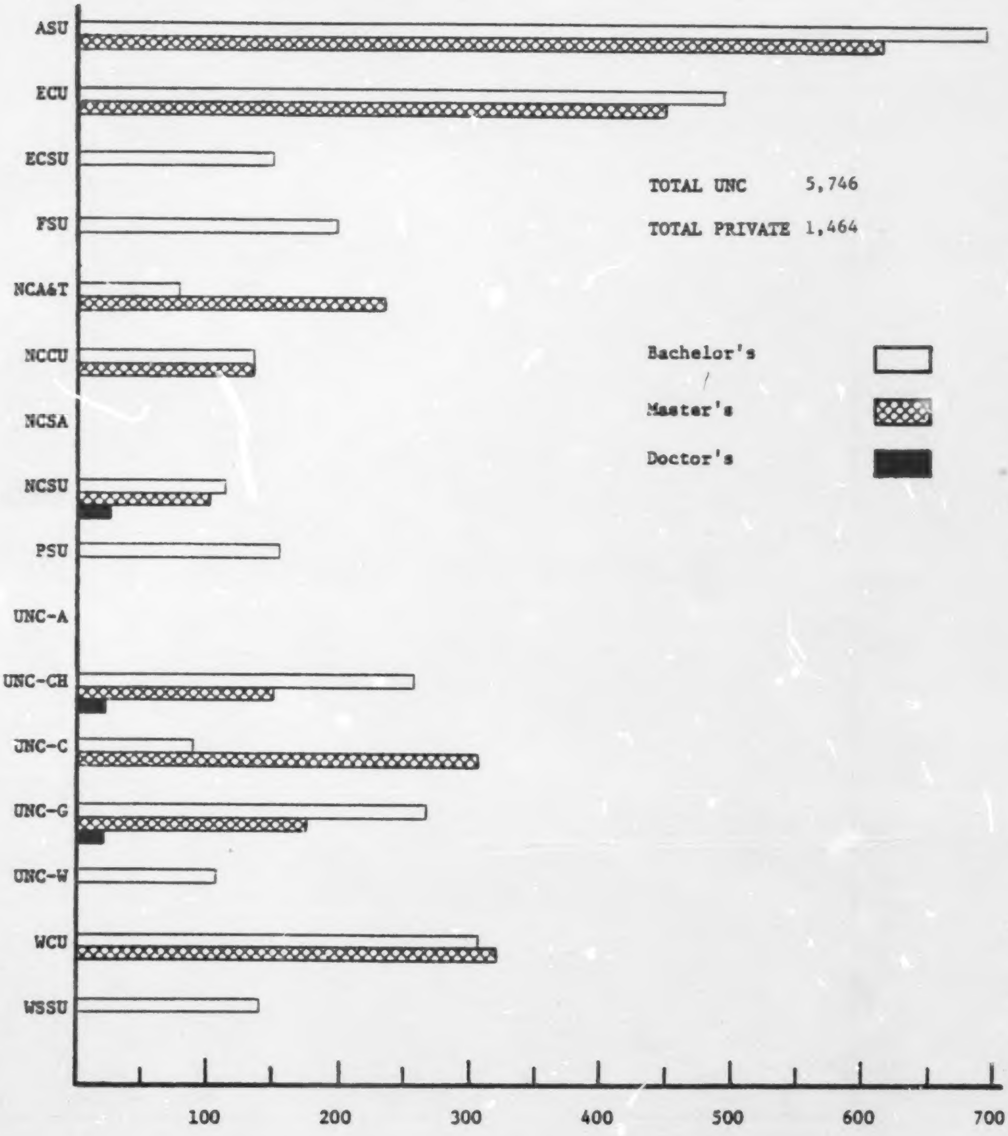


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-8

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

EDUCATION

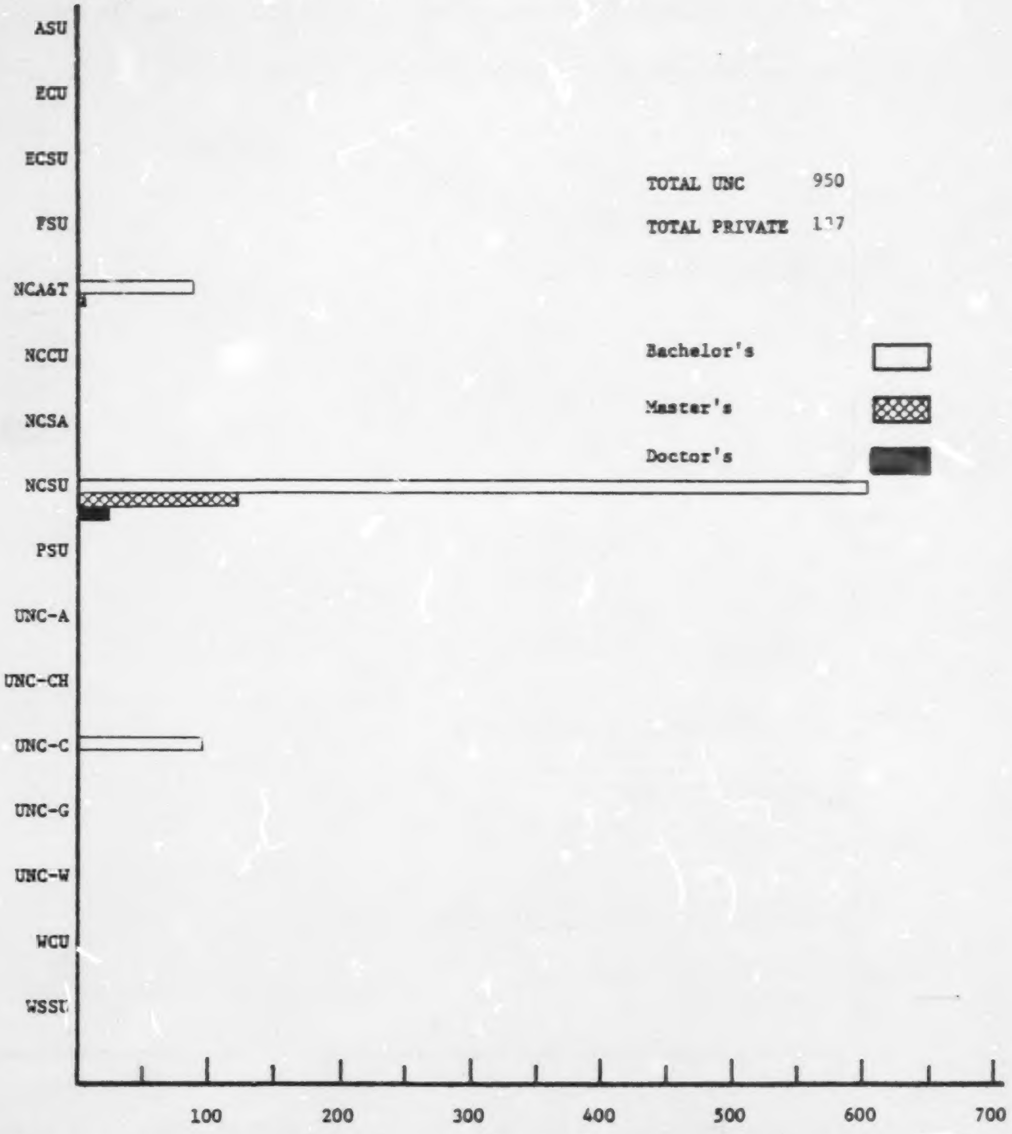


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-9

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

ENGINEERING

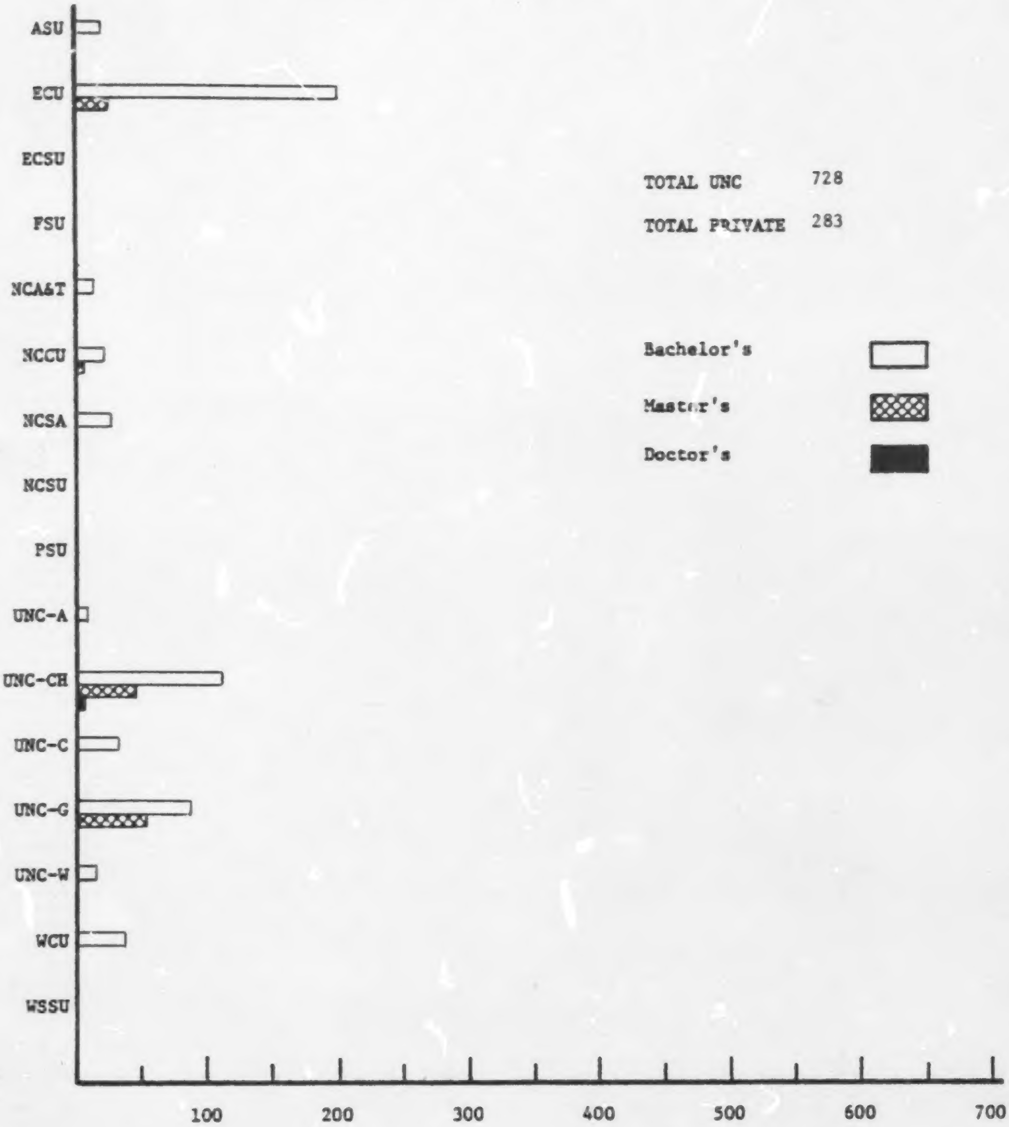


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-10

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

FINE AND APPLIED ARTS

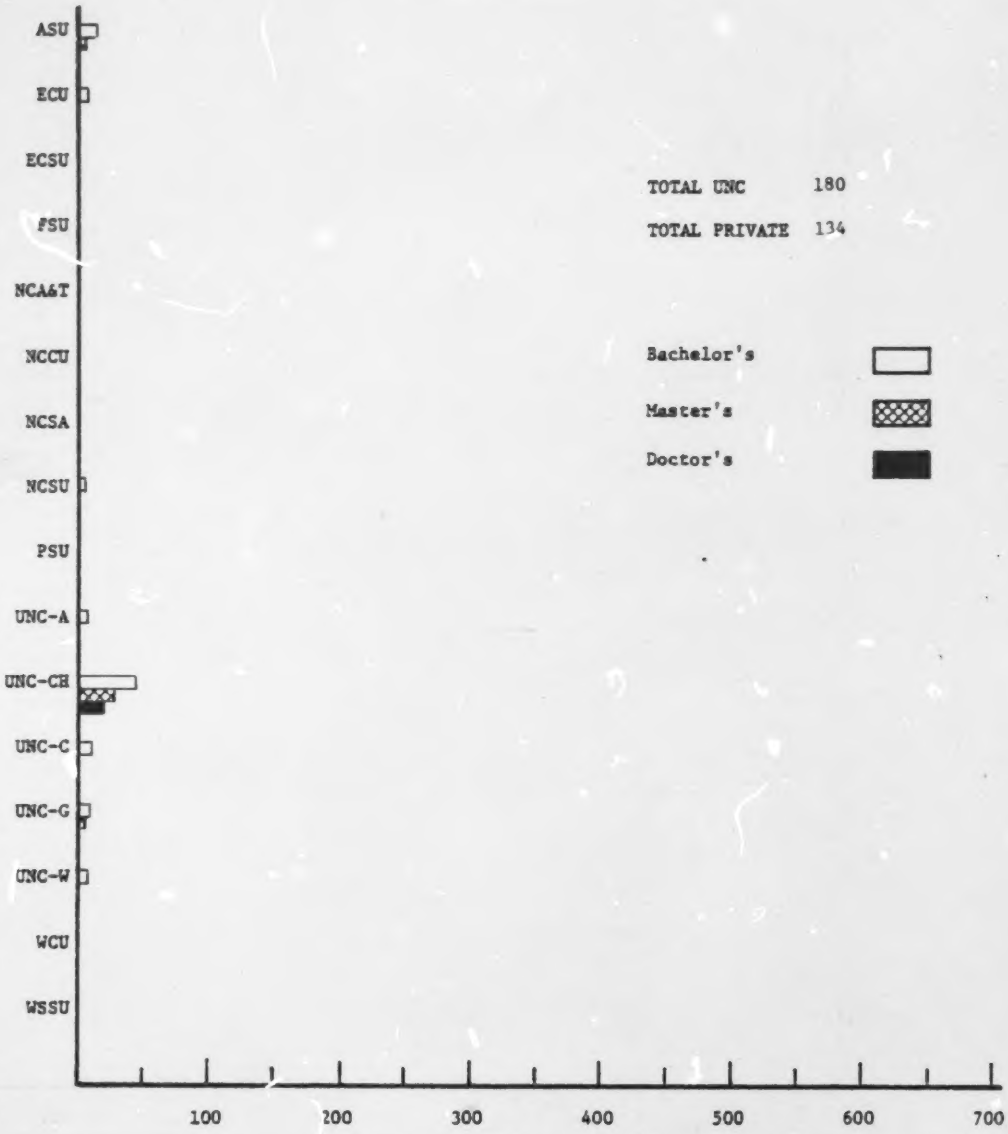


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-11

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

FOREIGN LANGUAGES

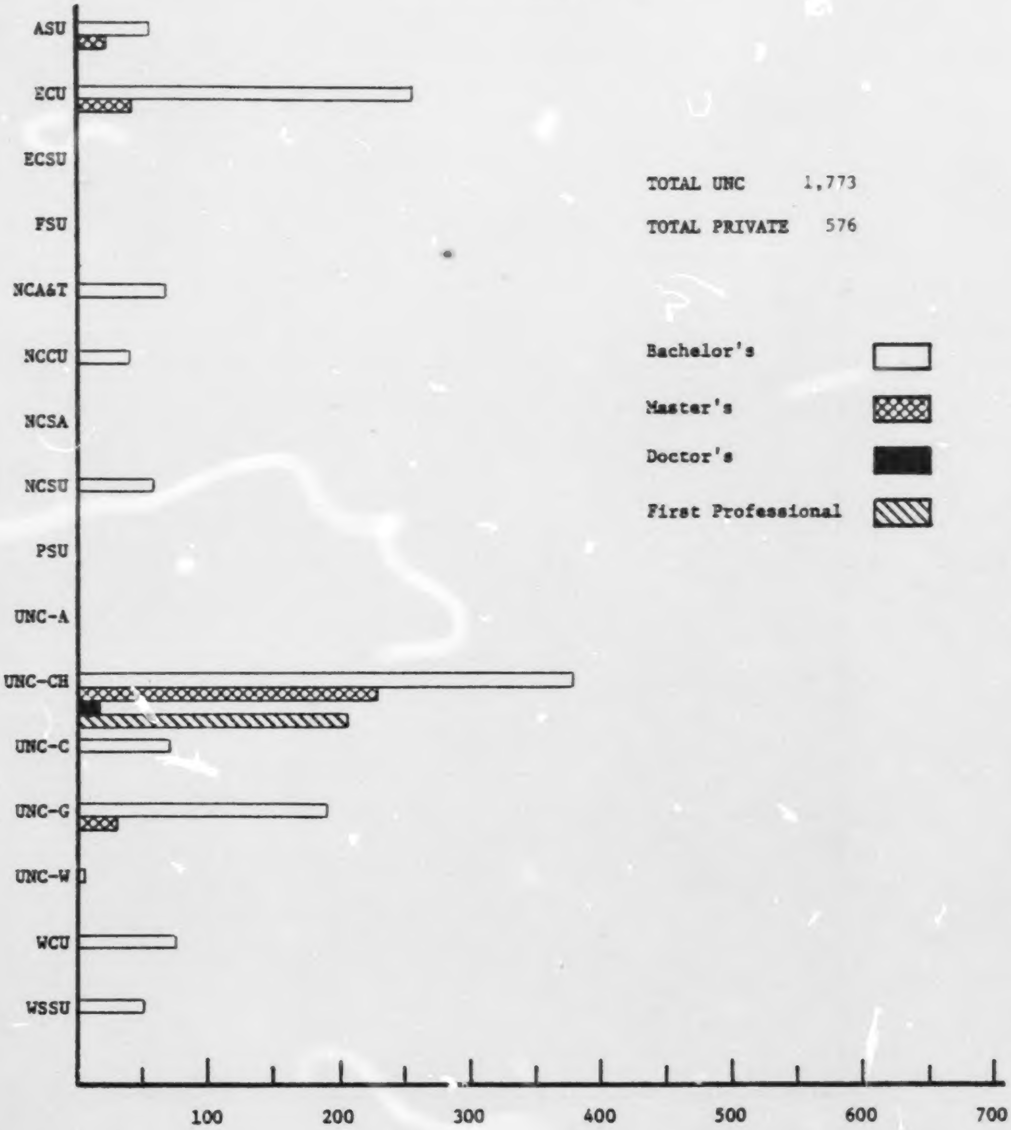


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-12

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

HEALTH PROFESSIONS

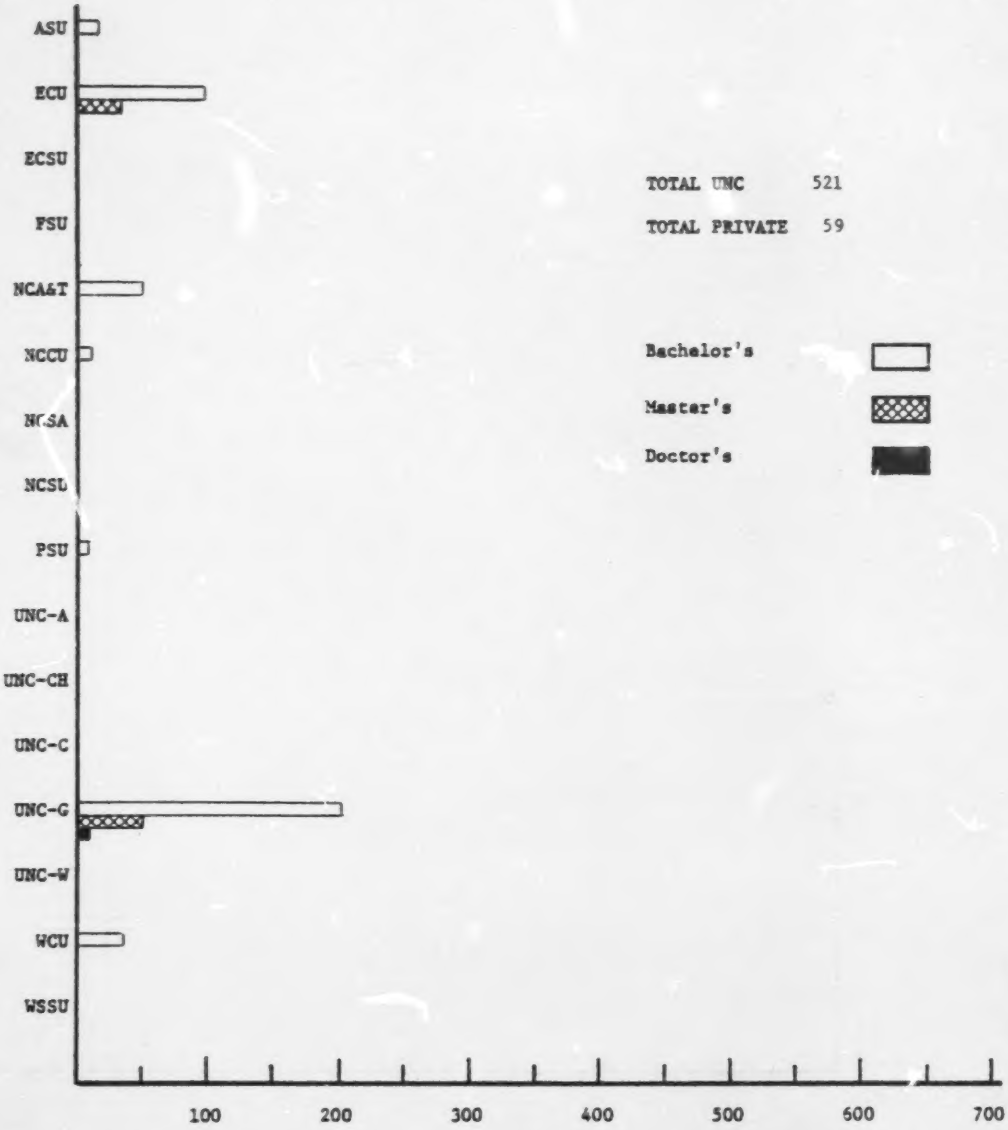


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-13

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

HOME ECONOMICS

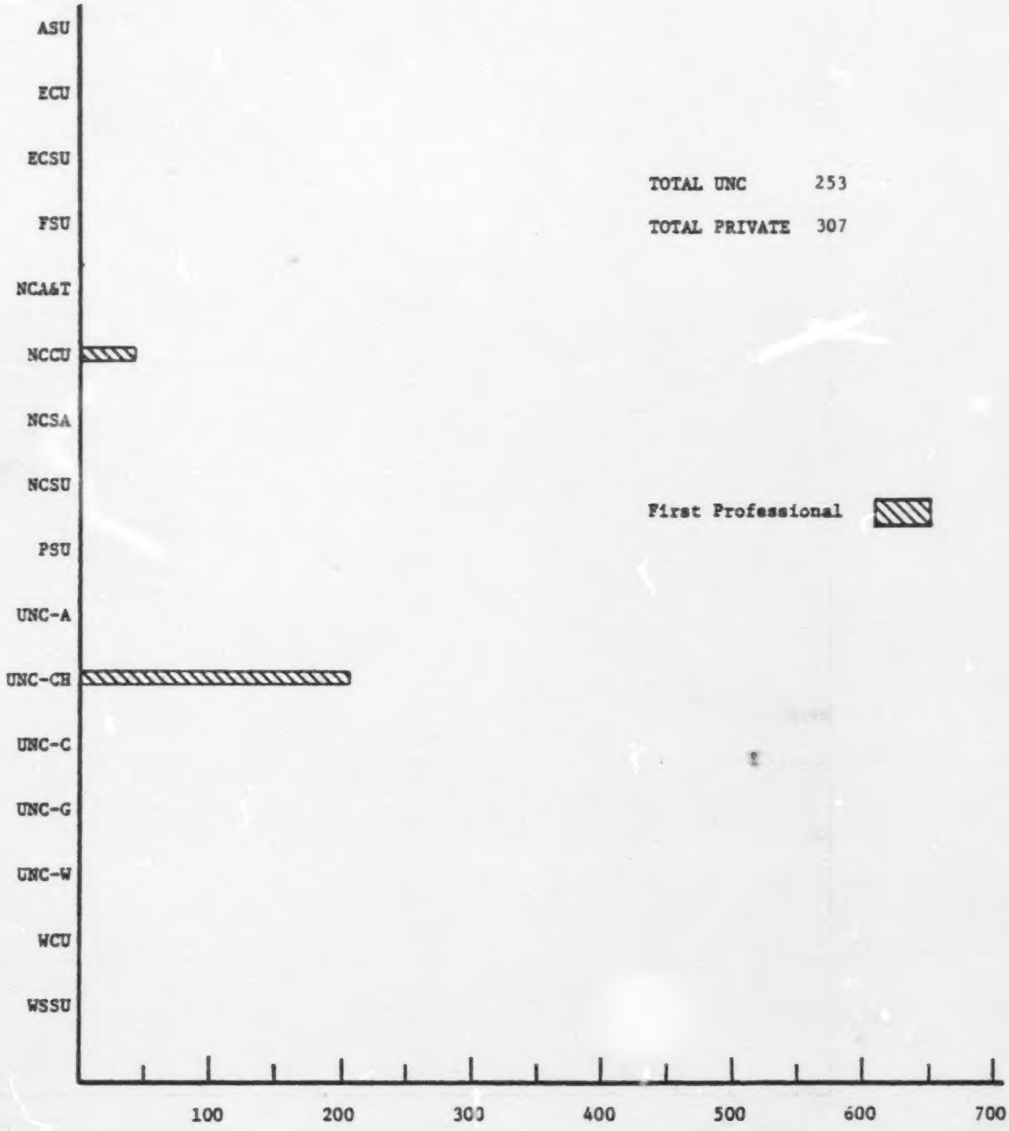


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-14

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

LAW

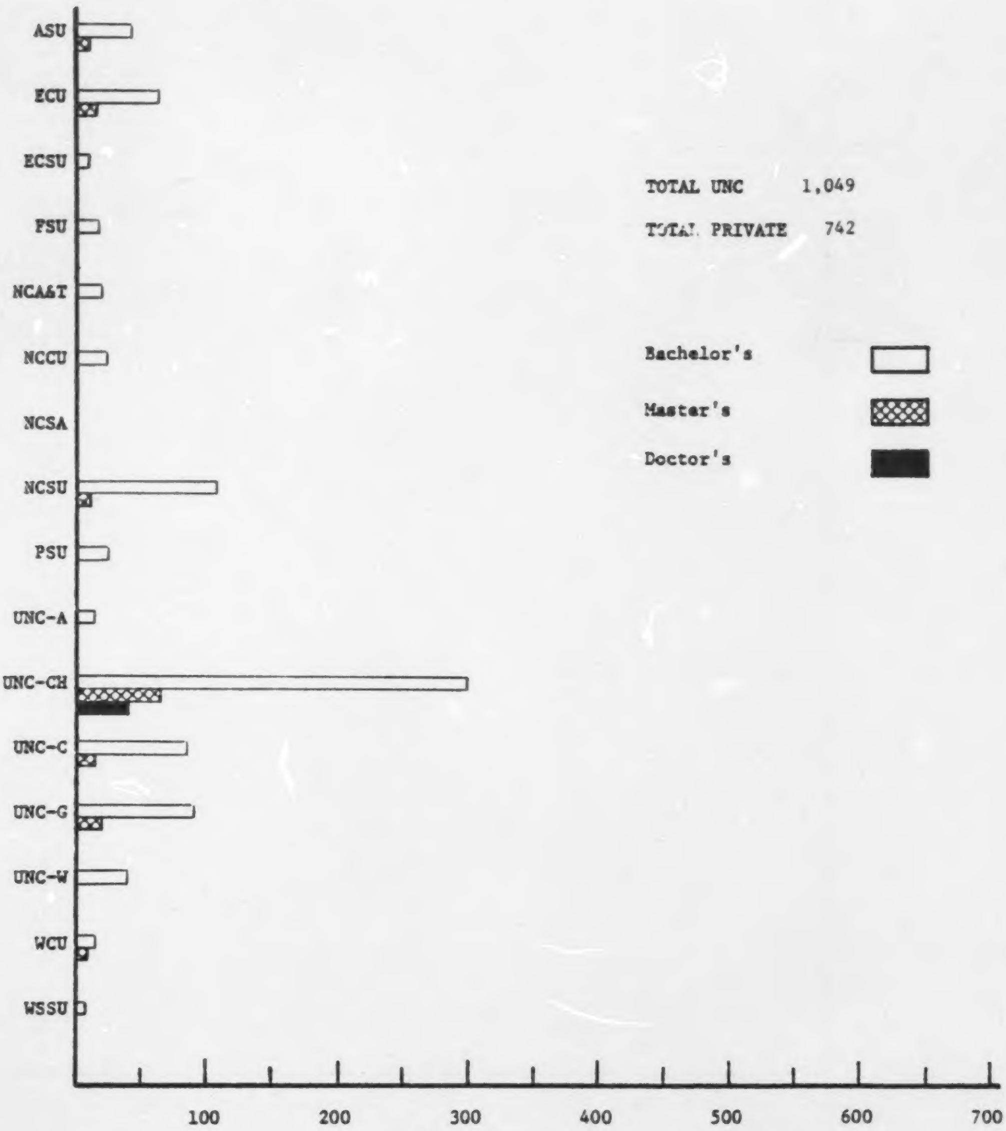


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-15

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

LETTERS

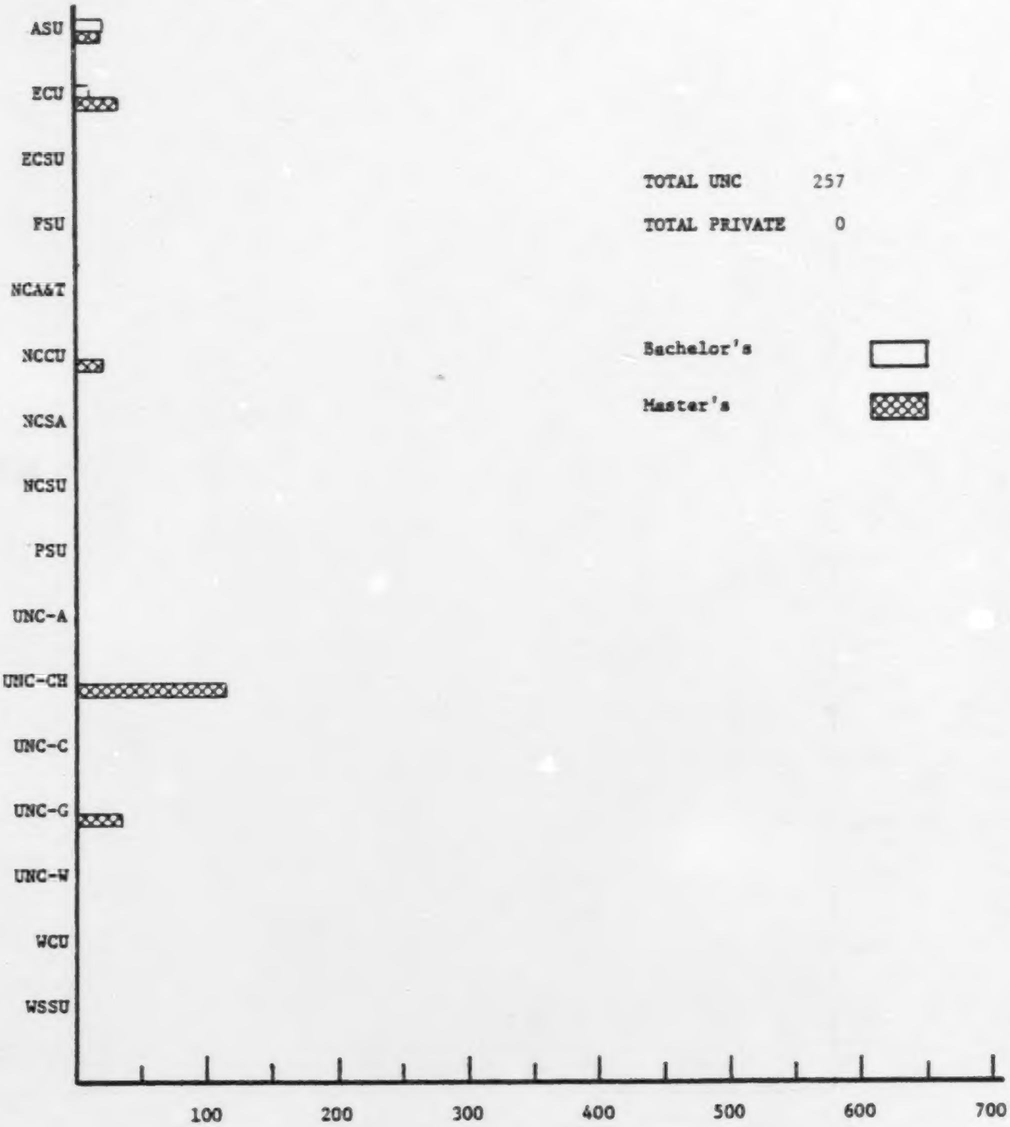


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-16

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

LIBRARY SCIENCE

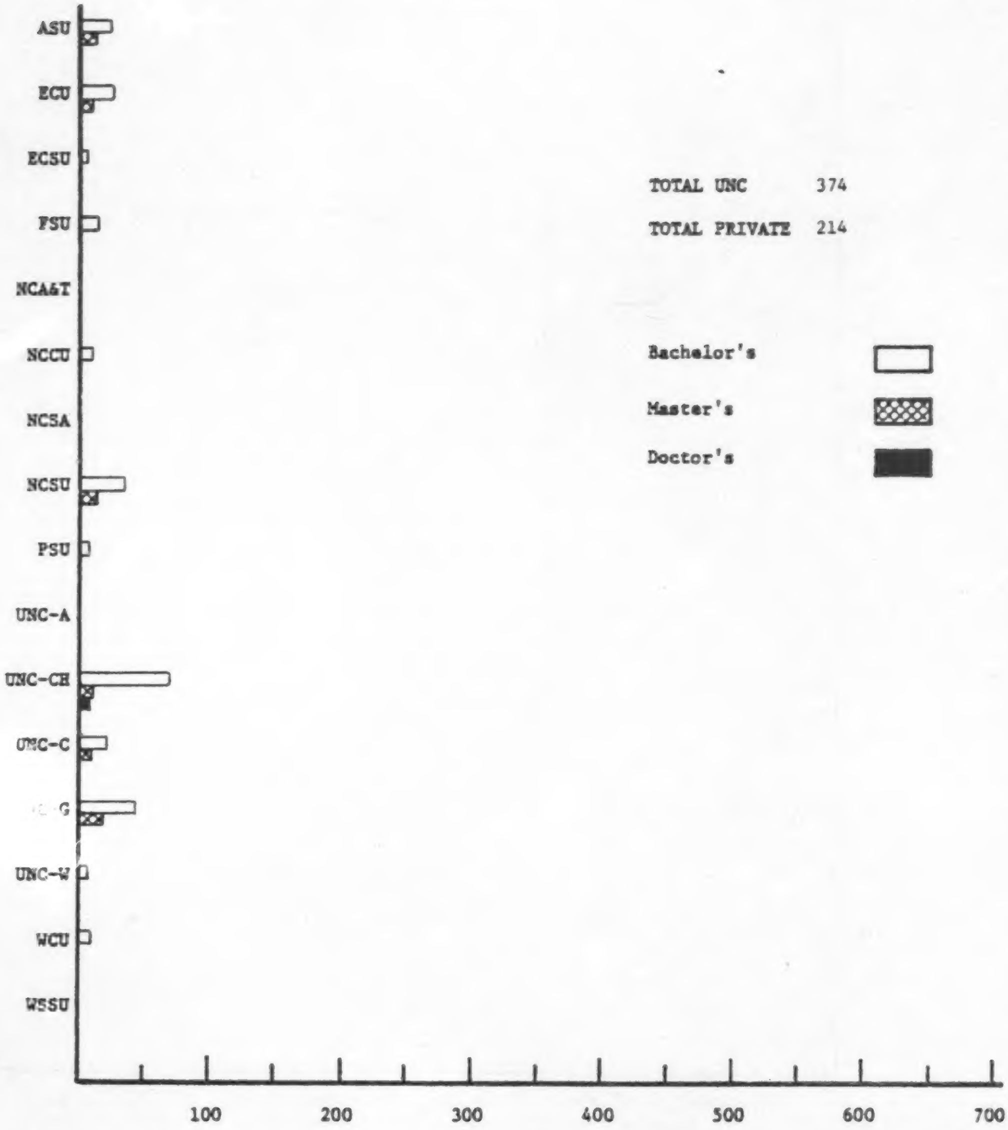


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-17

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

MATHEMATICS

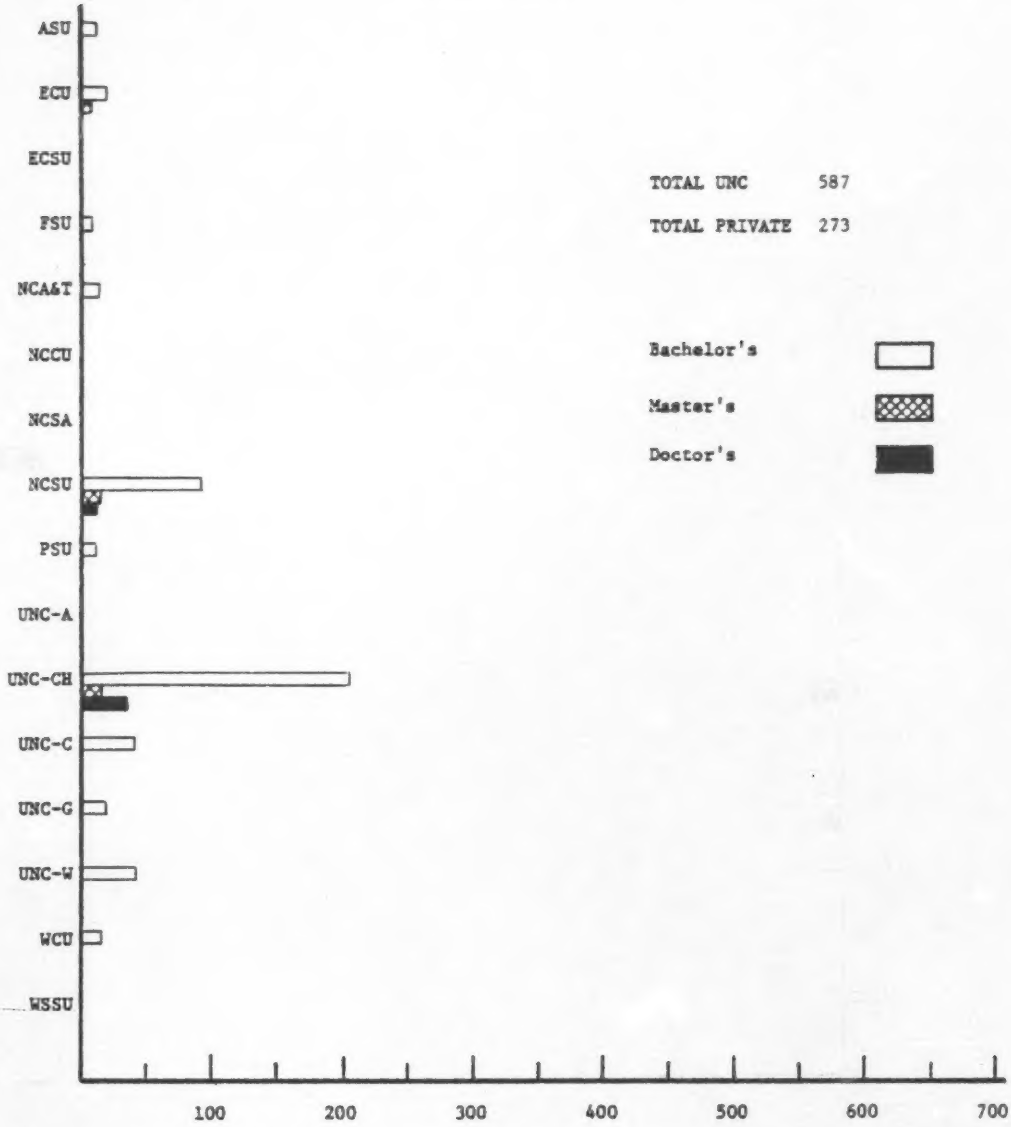


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-18

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

PHYSICAL SCIENCES

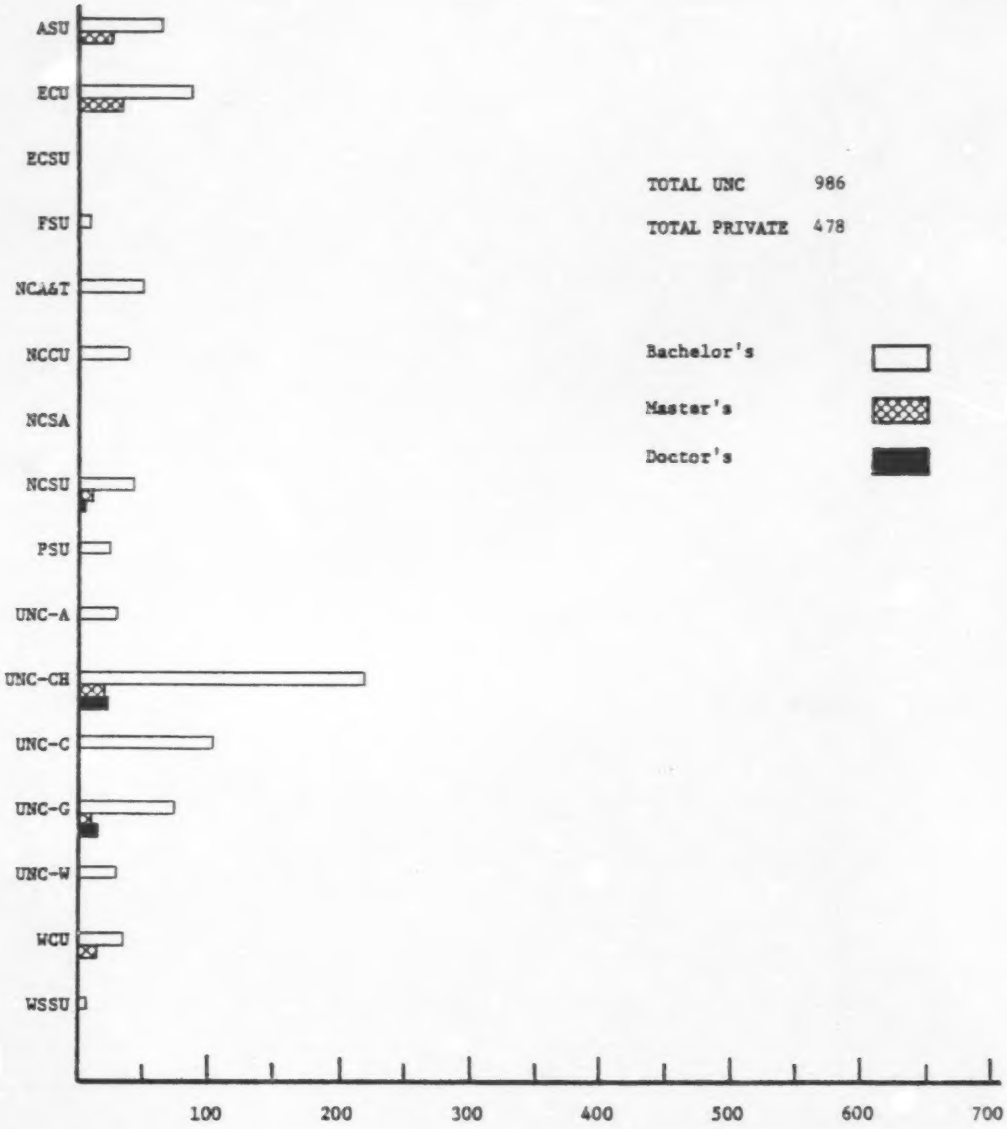


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-19

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

PSYCHOLOGY

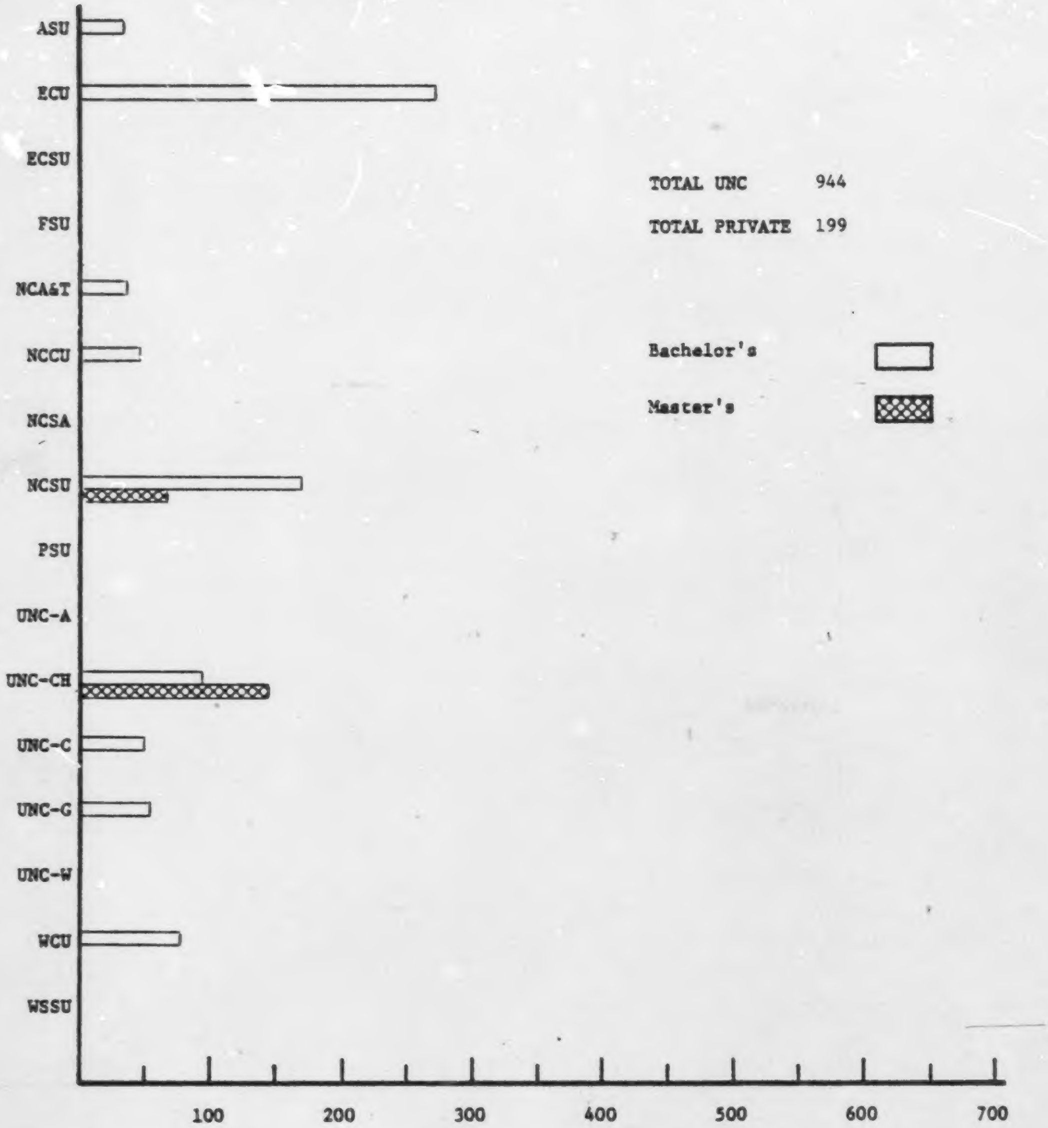


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-20

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

PUBLIC AFFAIRS AND SERVICES

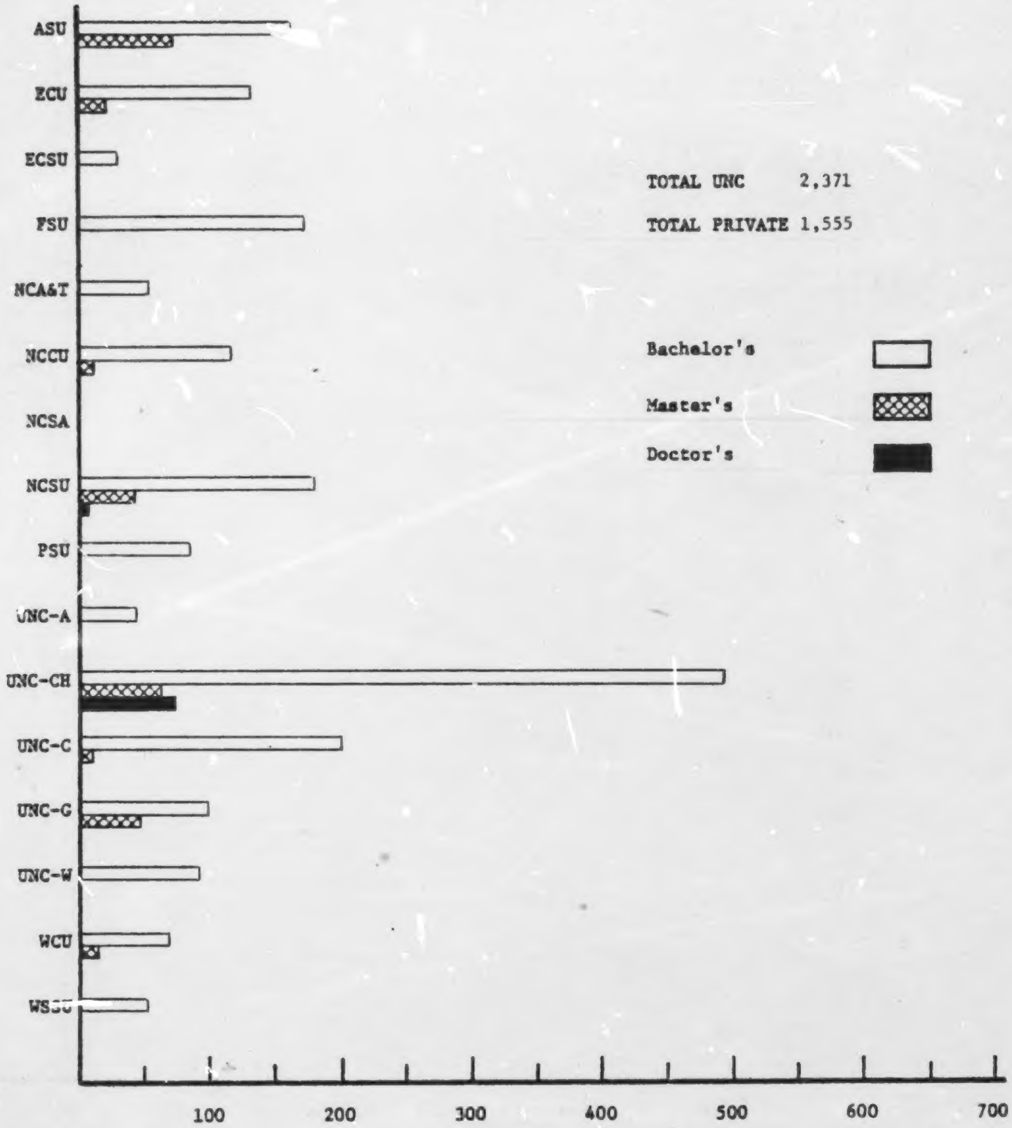


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-21

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

SOCIAL SCIENCES

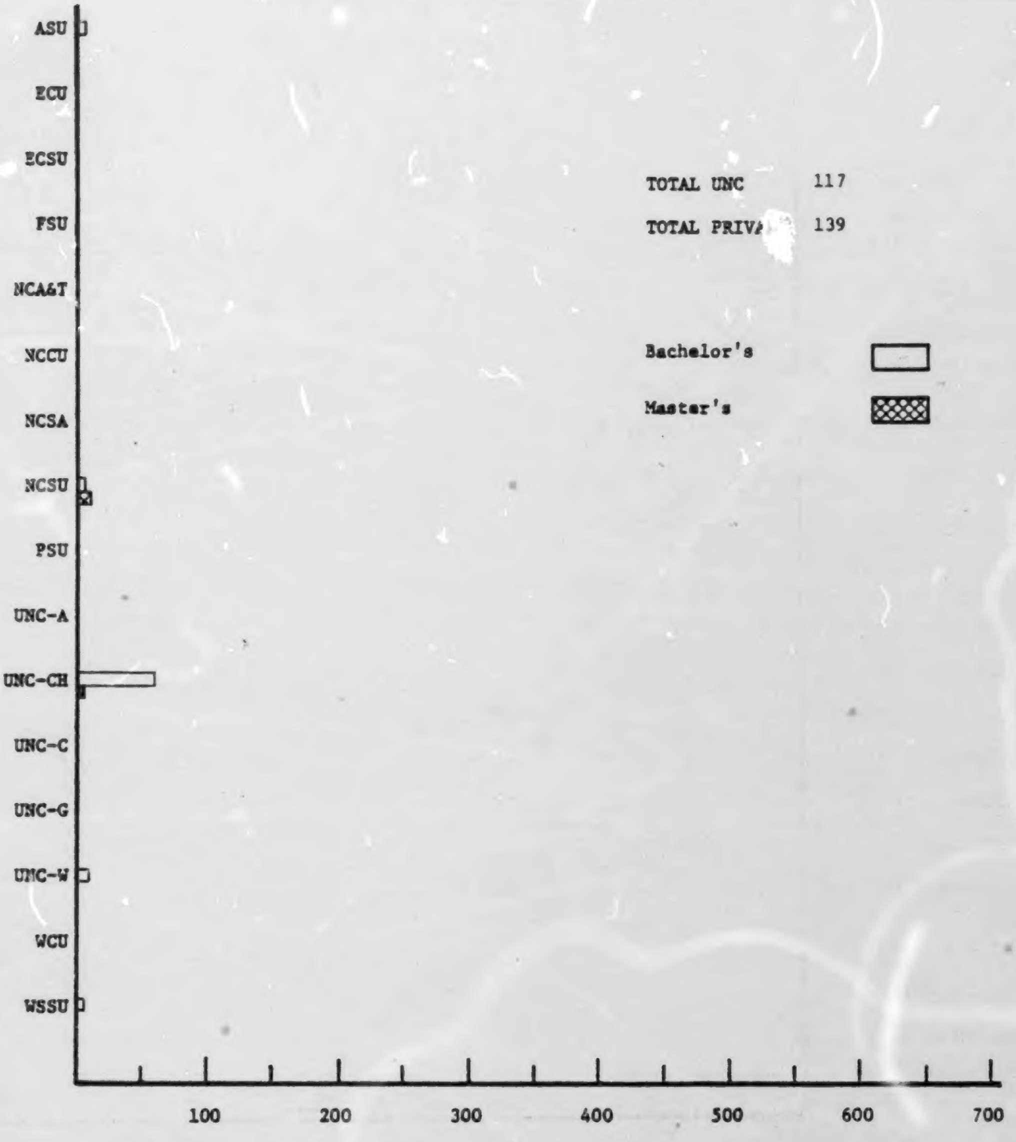


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-22

DEGREES CONFERRED BY CONSTITUENT INSTITITIONS
OF THE UNIVERSITY OF NORTH CAROLINA, 1976-77

INTERDISCIPLINARY STUDIES

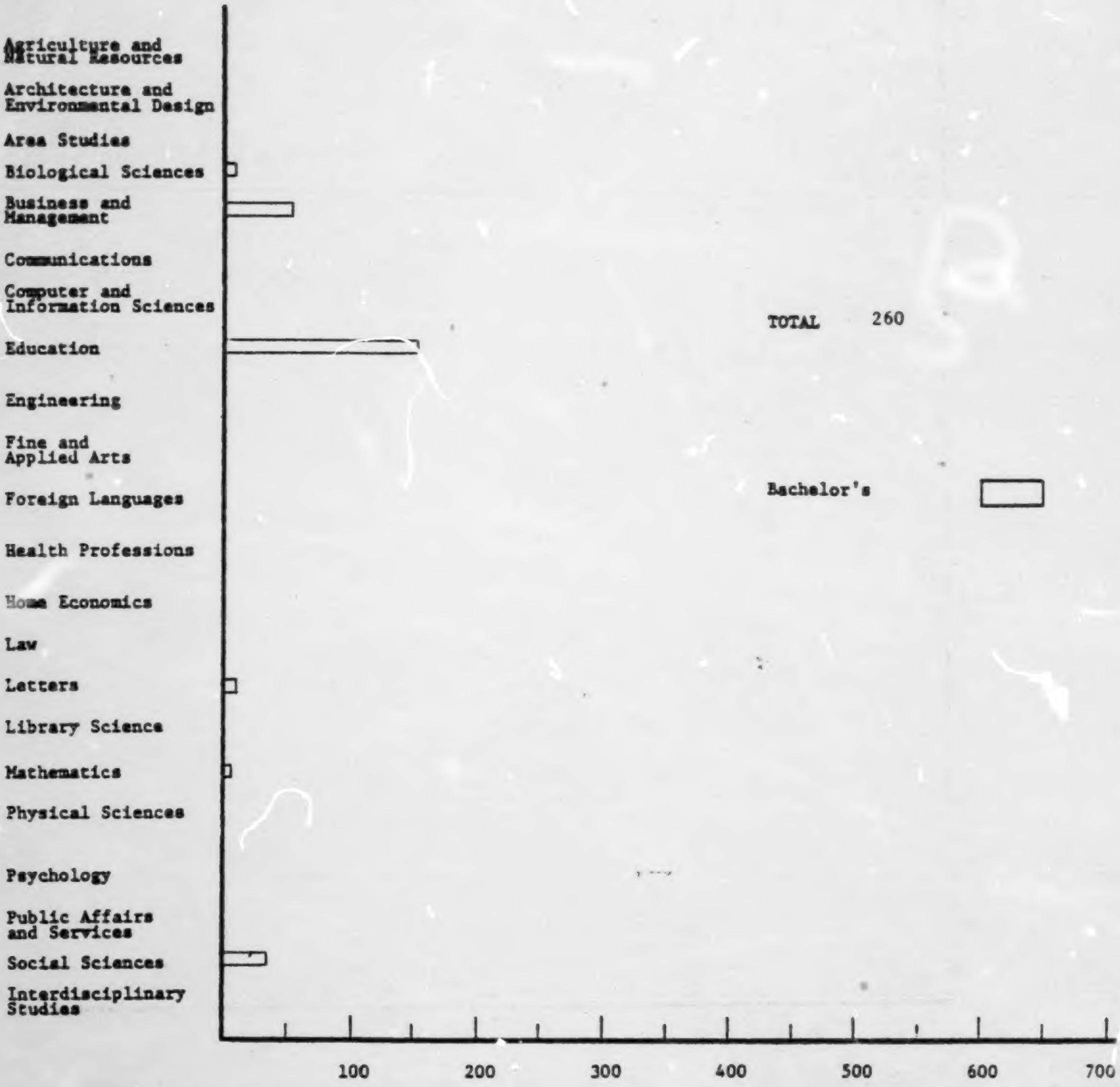


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-23

DEGREES CONFERRED, 1976-77

ELIZABETH CITY STATE UNIVERSITY

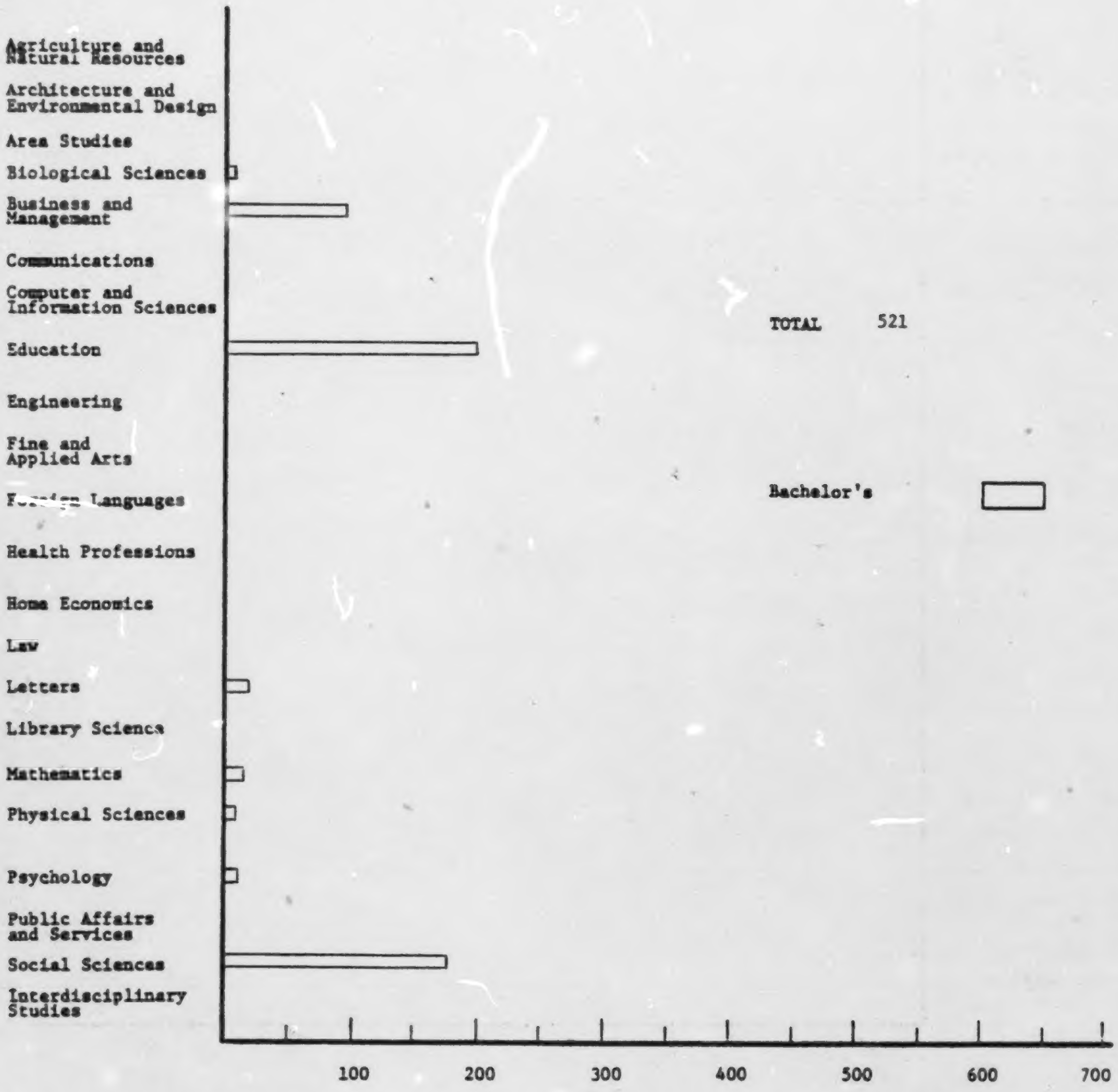


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-24

DEGREES CONFERRED, 1976-77

FAYETTEVILLE STATE UNIVERSITY

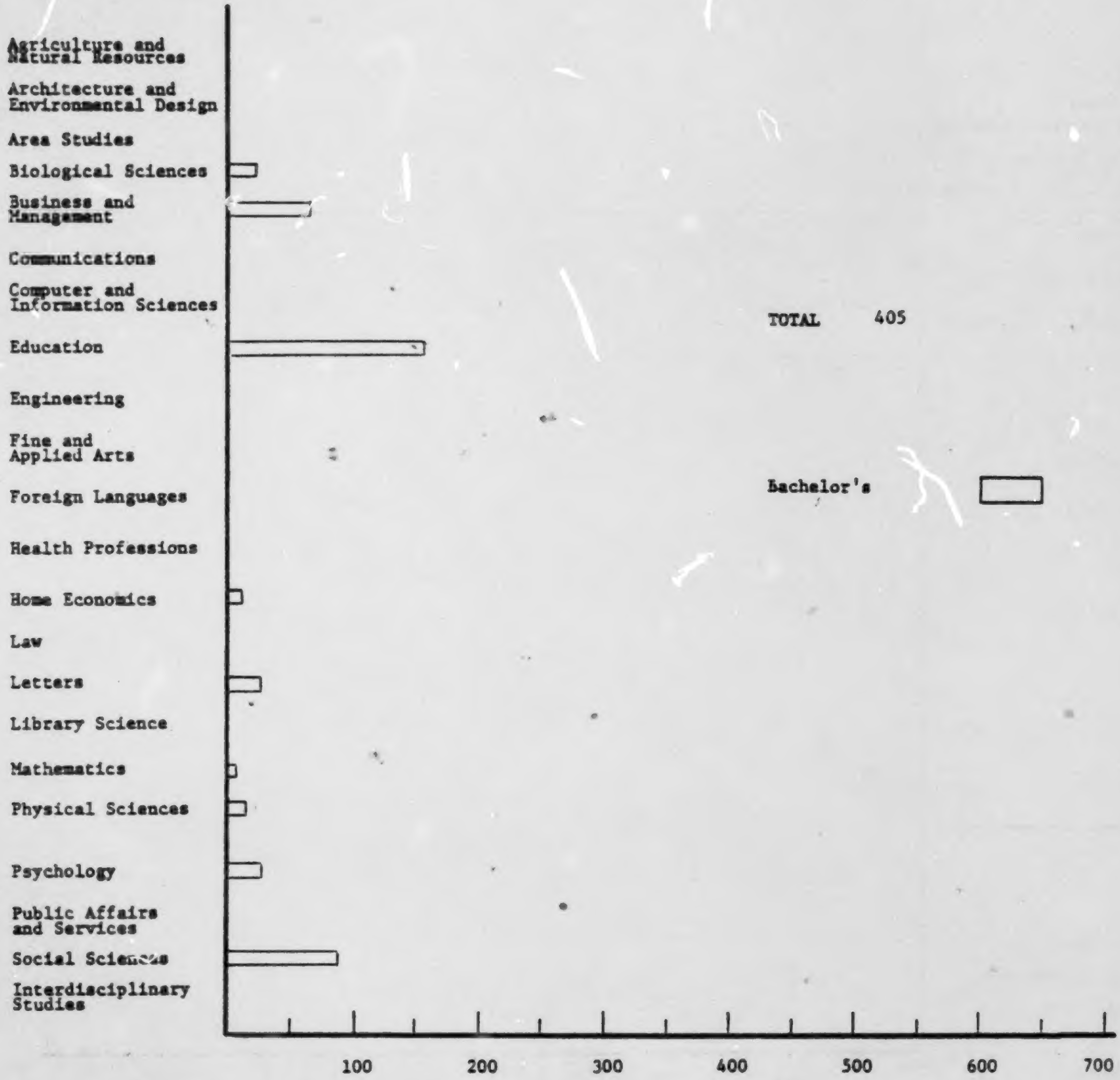


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-25

DEGREES CONFERRED, 1976-77

PEMBROKE STATE UNIVERSITY

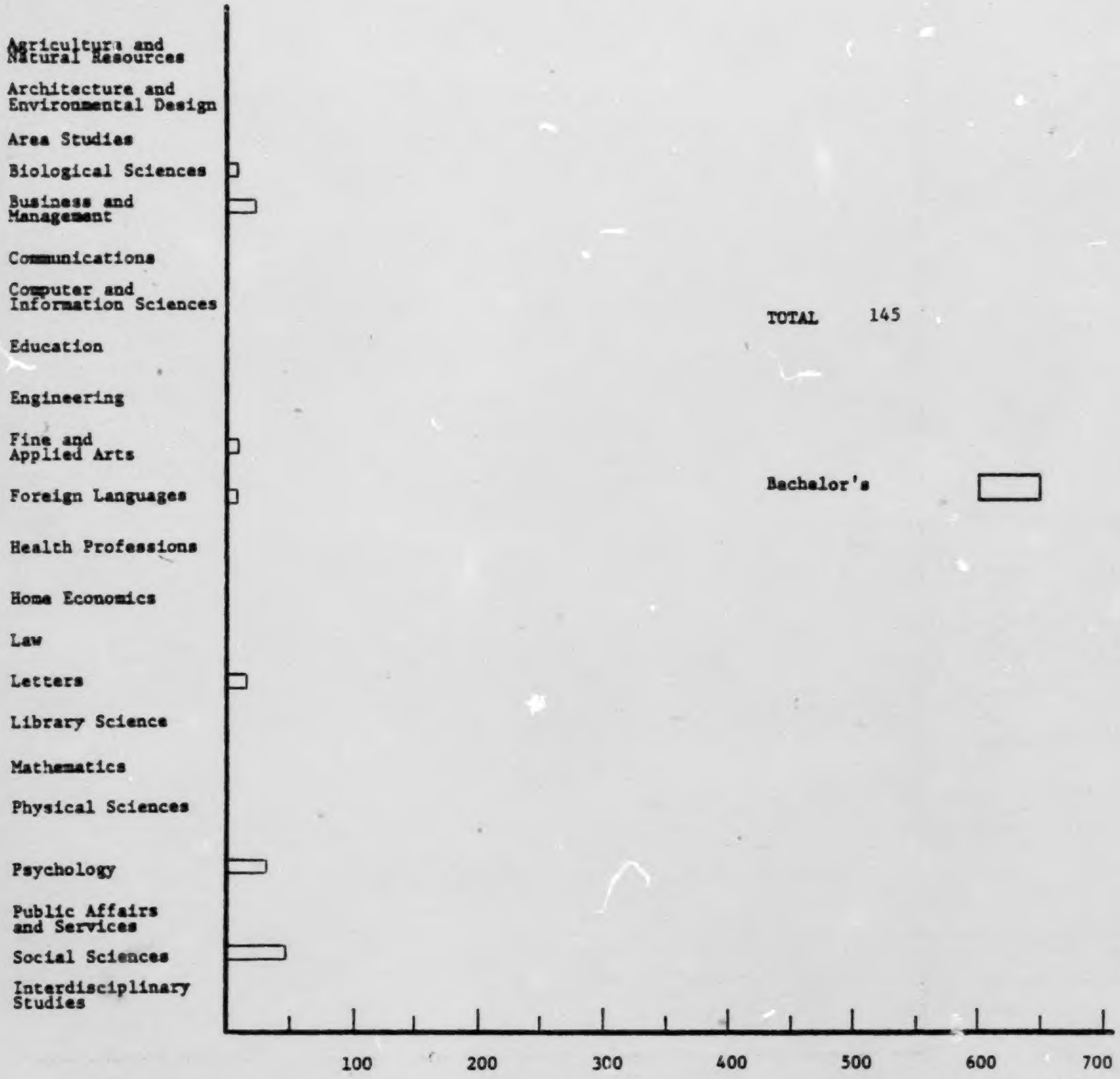


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-26

DEGREES CONFERRED, 1976-77

UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

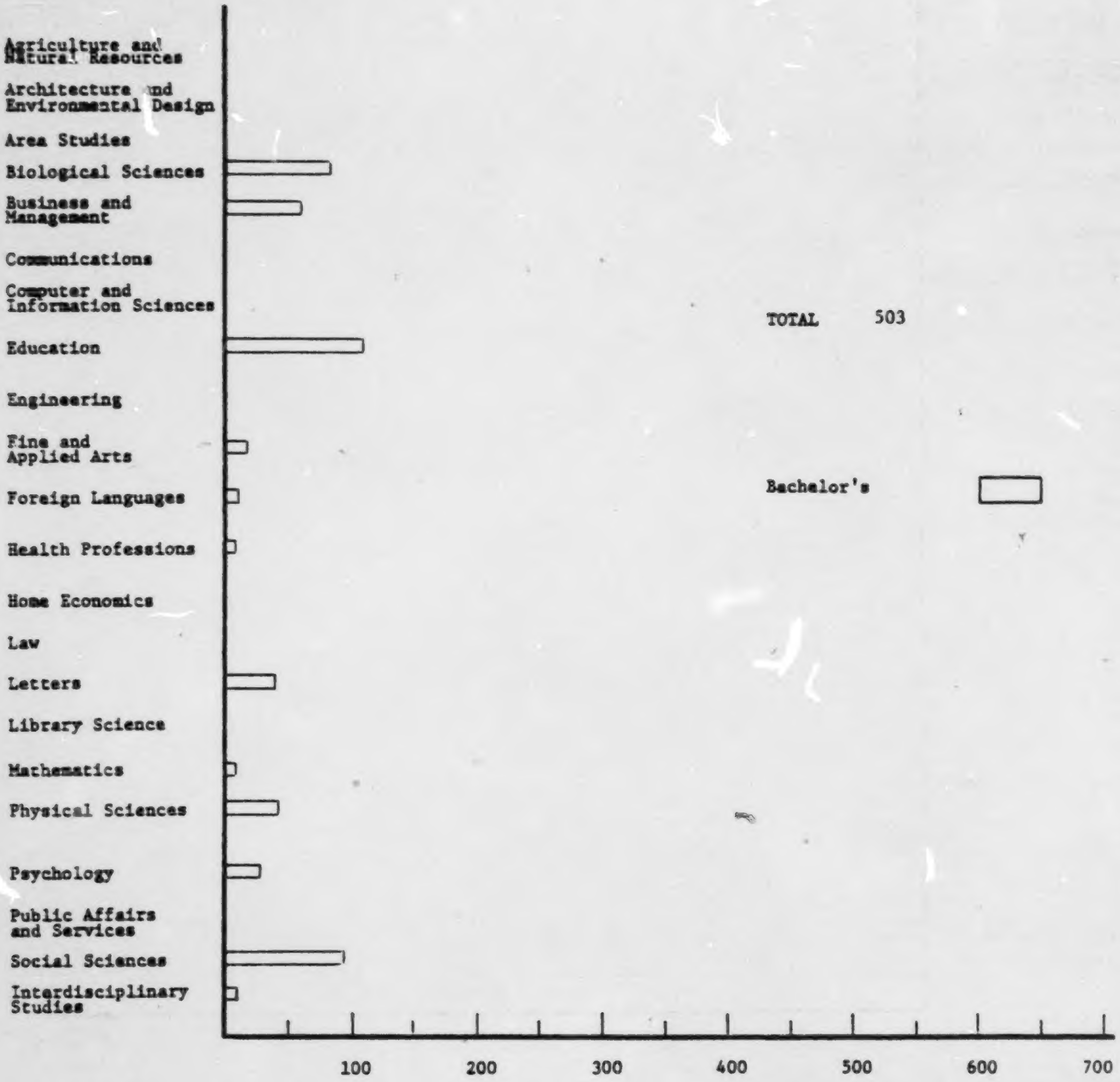


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-27

DEGREES CONFERRED, 1976-77

UNIVERSITY OF NORTH CAROLINA AT WILMINGTON

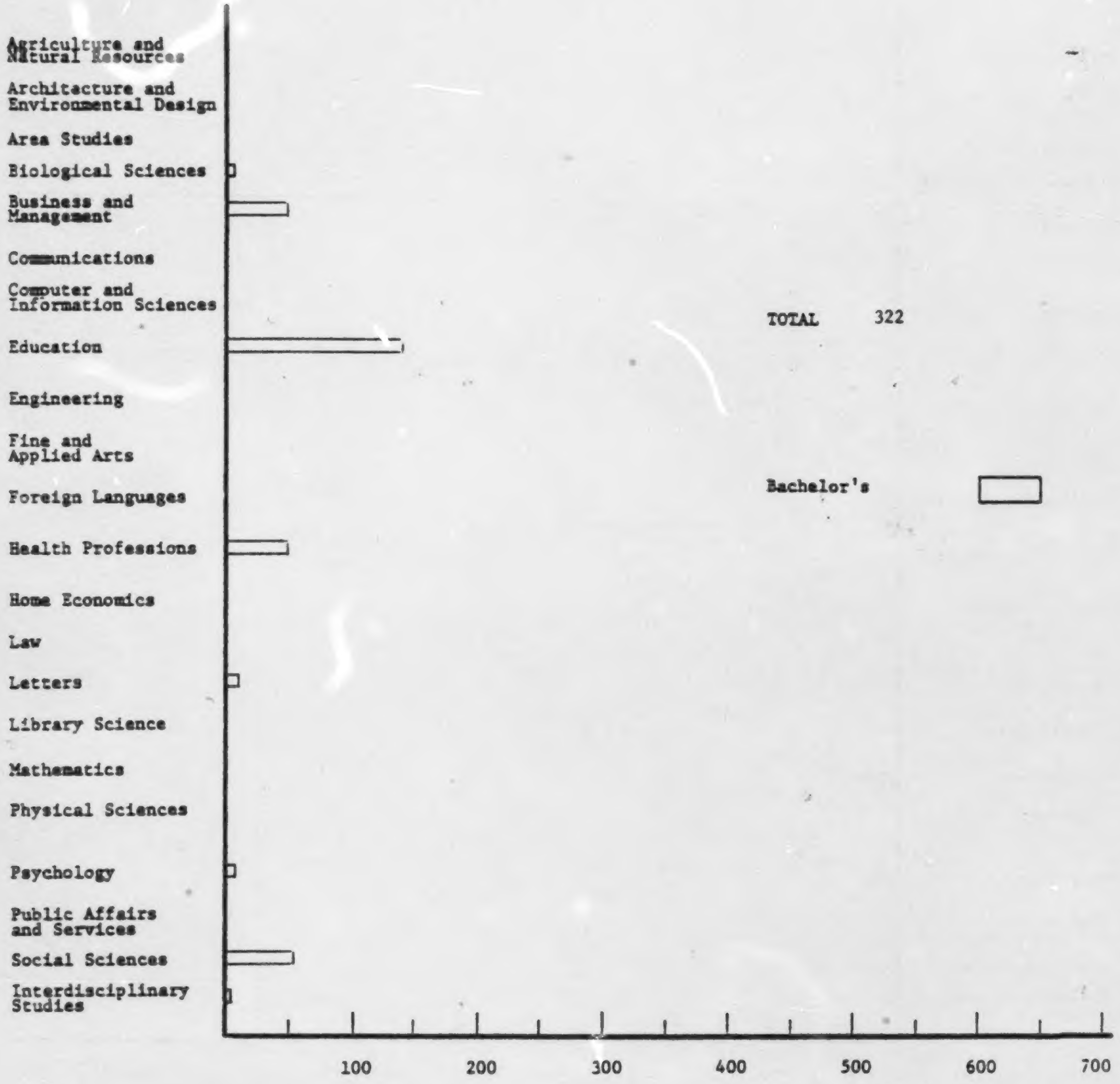


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-28

DEGREES CONFERRED, 1976-77

WINSTON-SALEM STATE UNIVERSITY

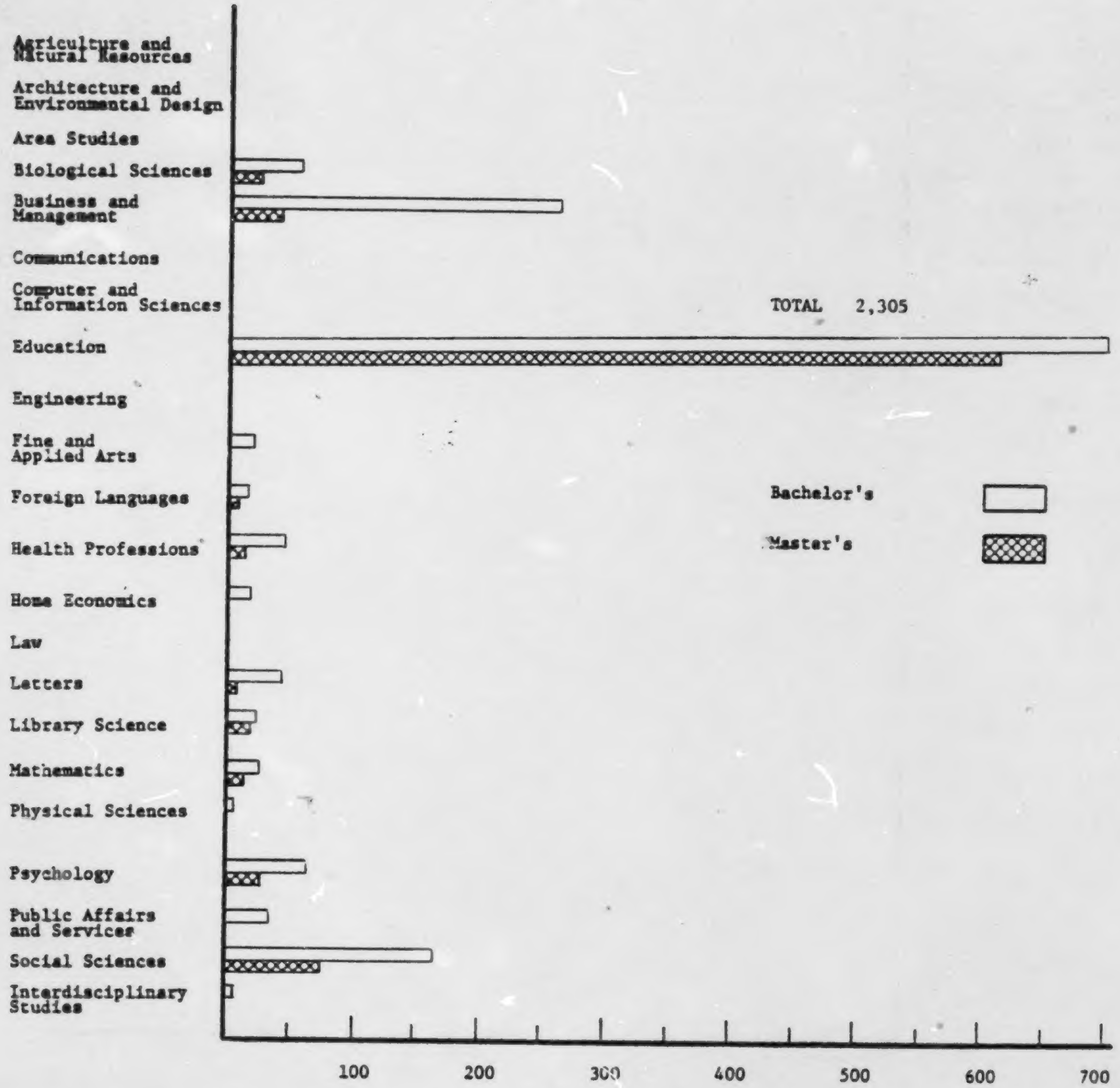


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-29

DEGREES CONFERRED, 1976-77

APPALACHIAN STATE UNIVERSITY

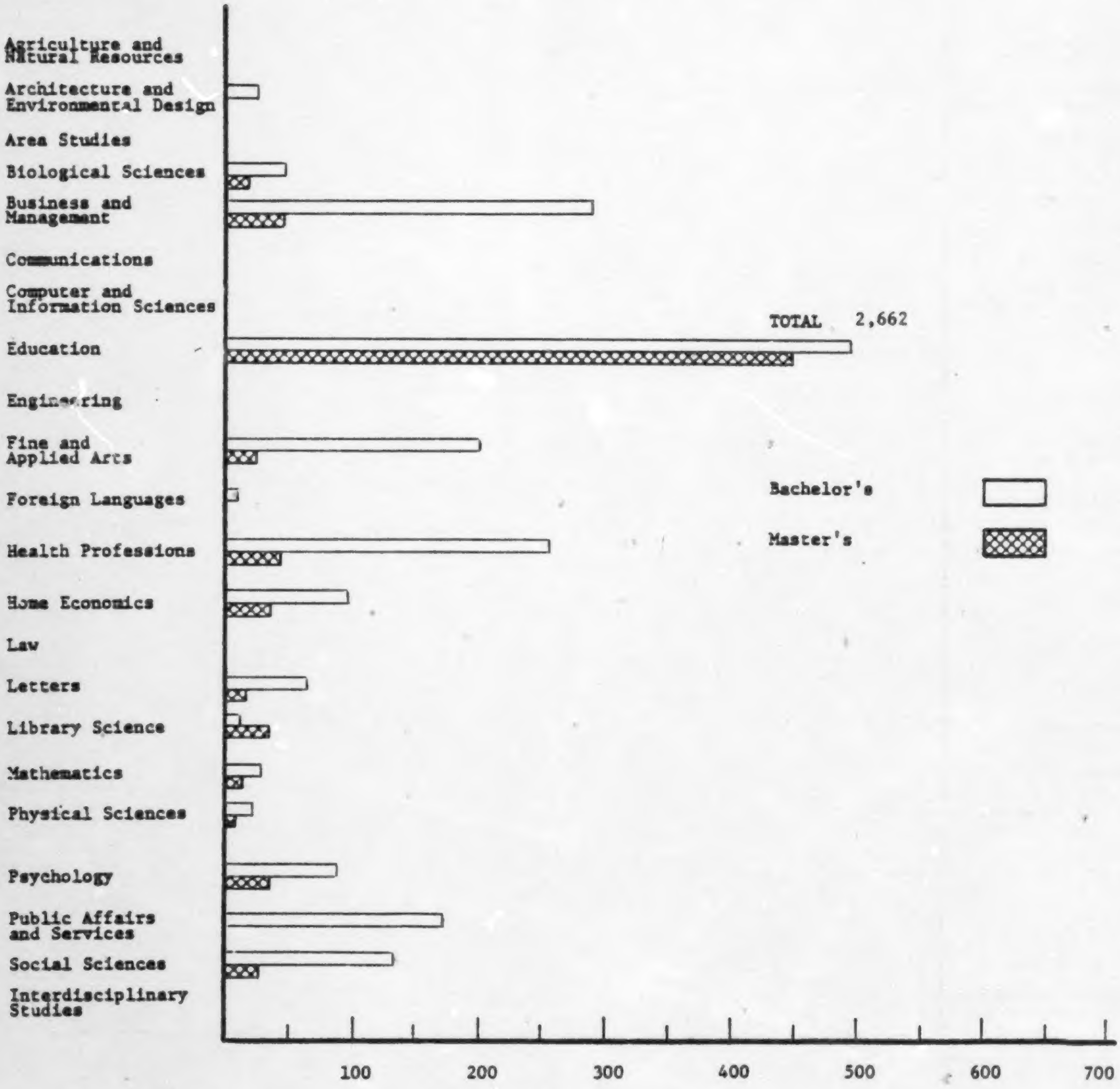


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-30

DEGREES CONFERRED, 1976-77

EAST CAROLINA UNIVERSITY

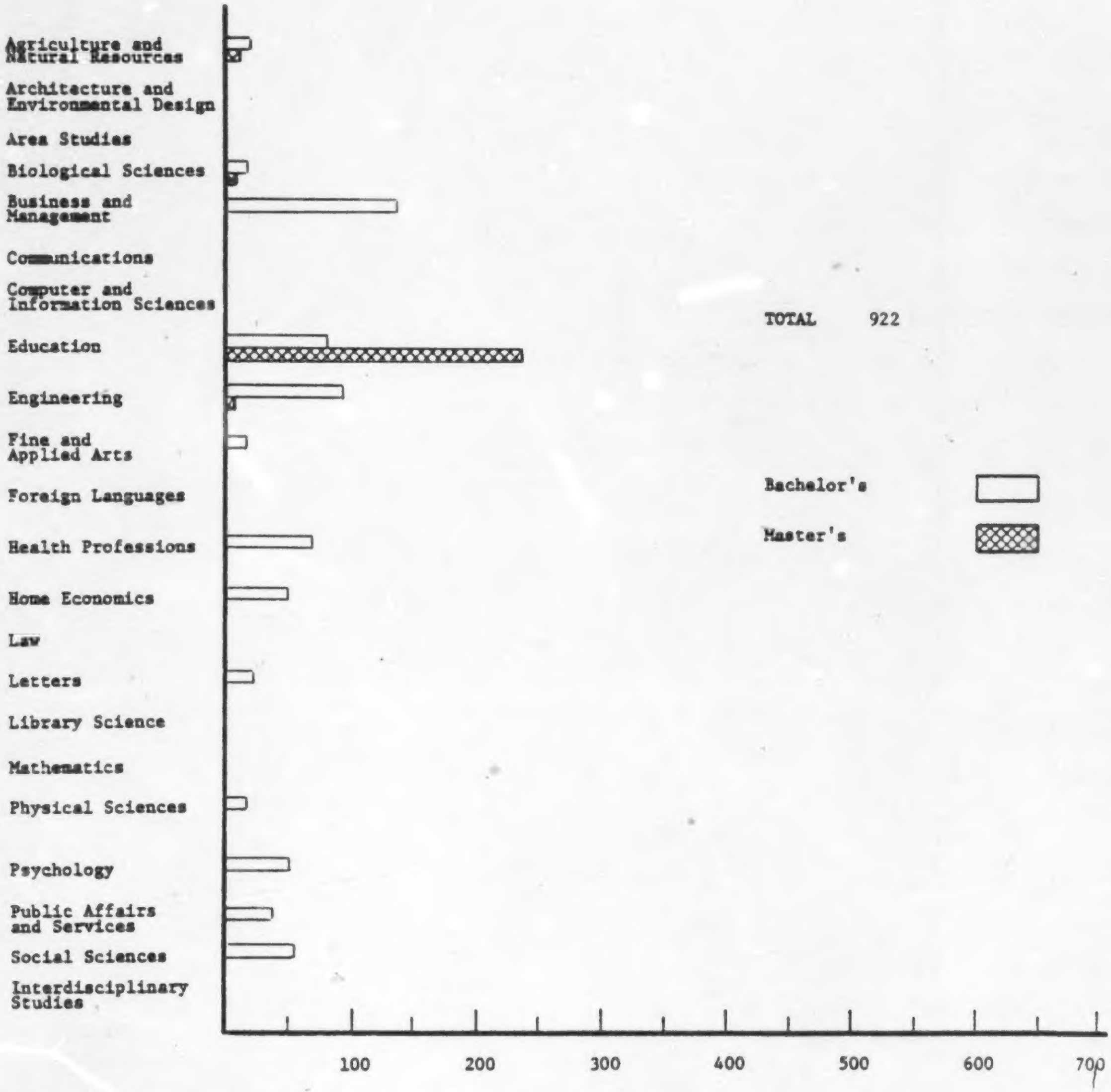


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-31

DEGREES CONFERRED, 1976-77

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

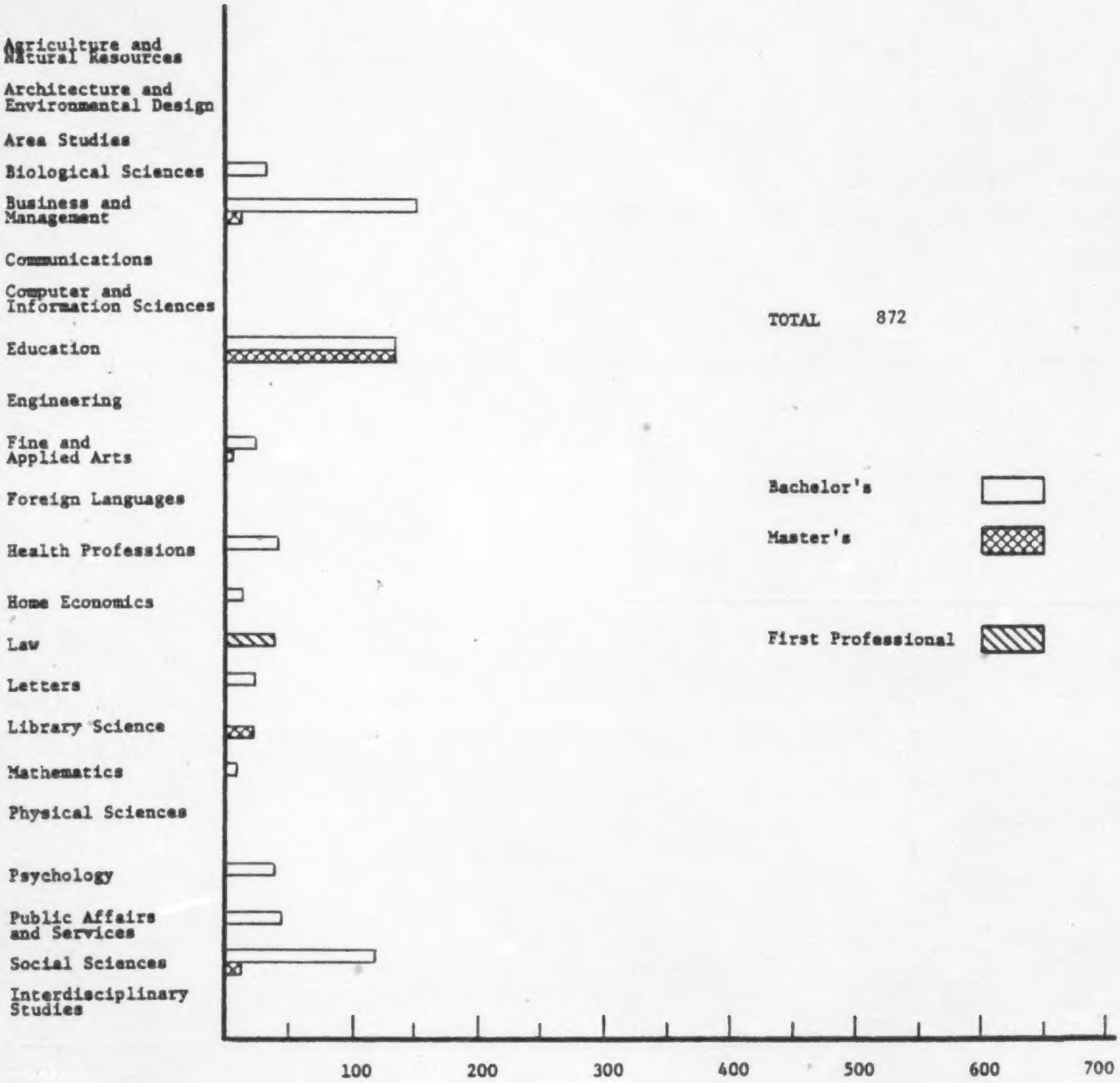


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-32

DEGREES CONFERRED, 1976-77

NORTH CAROLINA CENTRAL UNIVERSITY

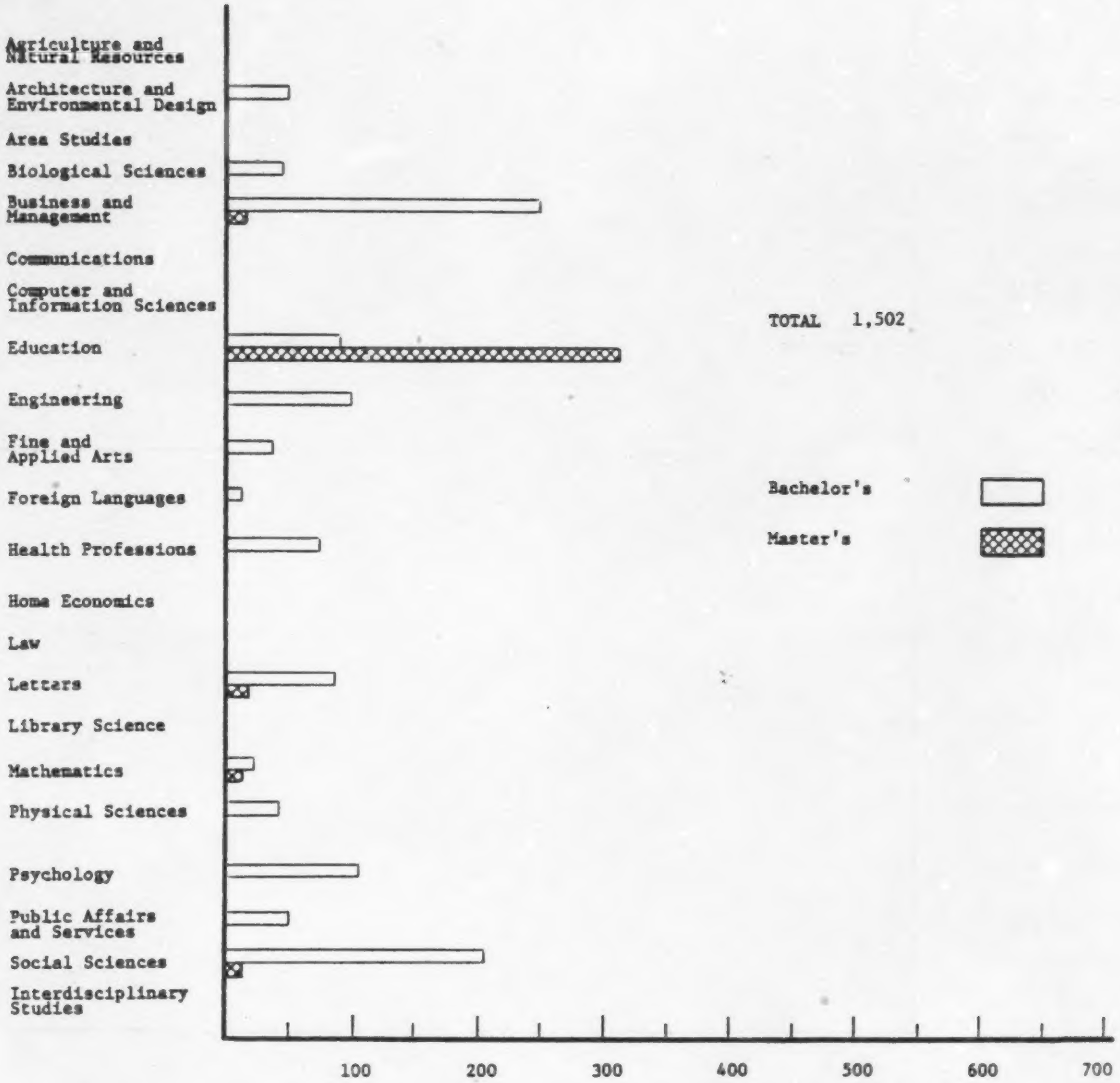


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-33

DEGREES CONFERRED, 1976-77

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

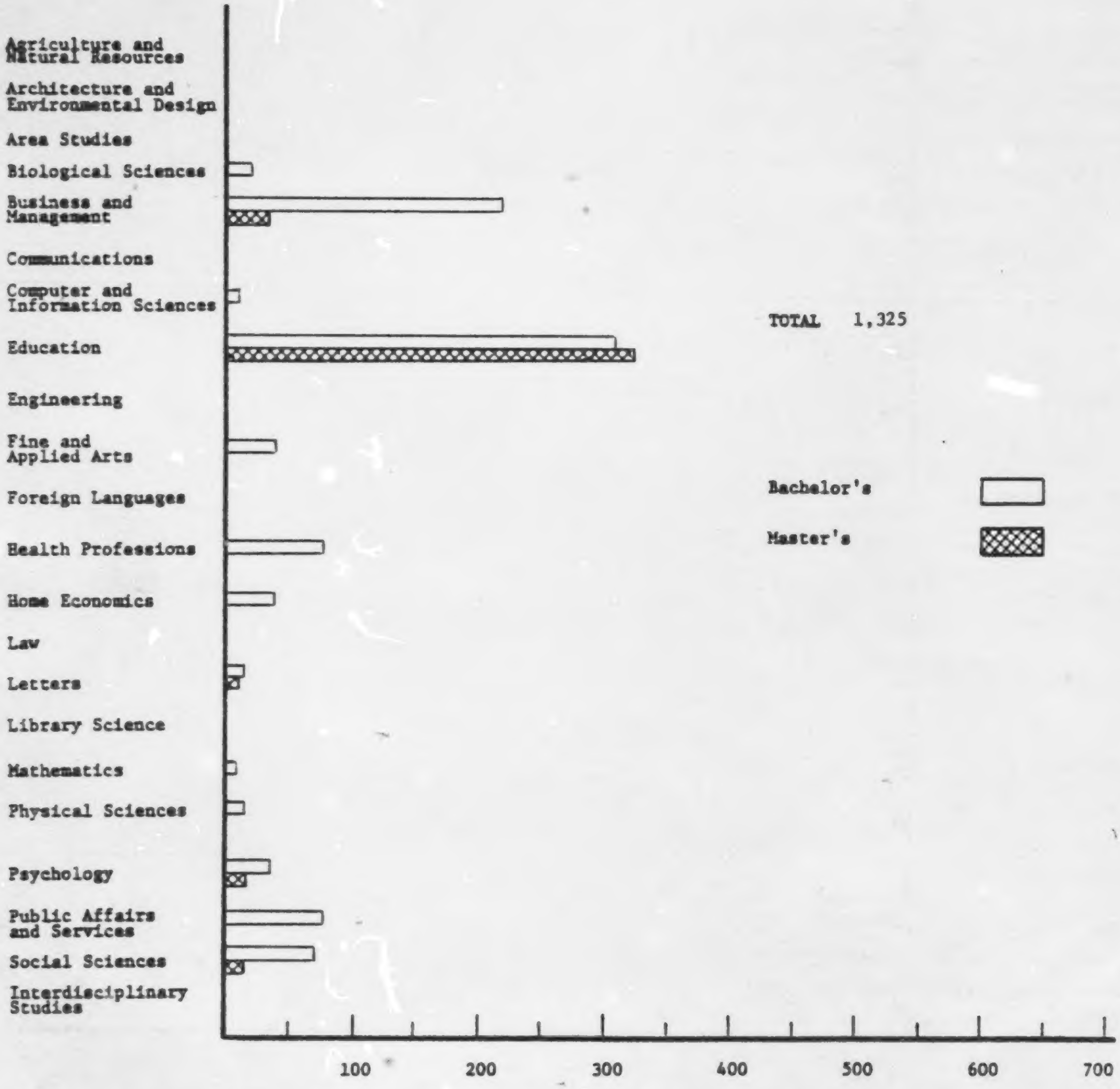


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-34

DEGREES CONFERRED, 1976-77

WESTERN CAROLINA UNIVERSITY

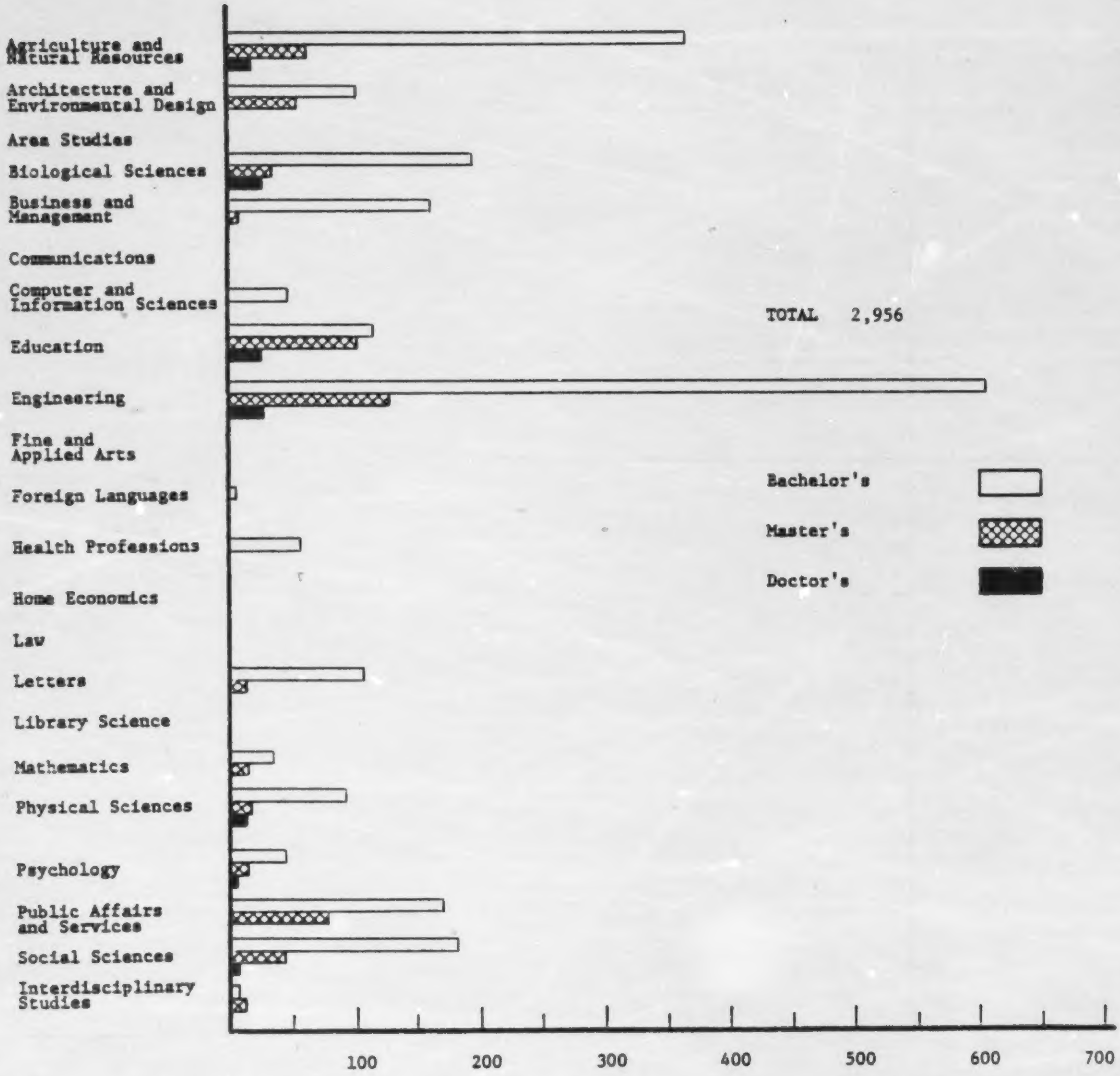


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-35

DEGREES CONFERRED, 1976-77

NORTH CAROLINA STATE UNIVERSITY

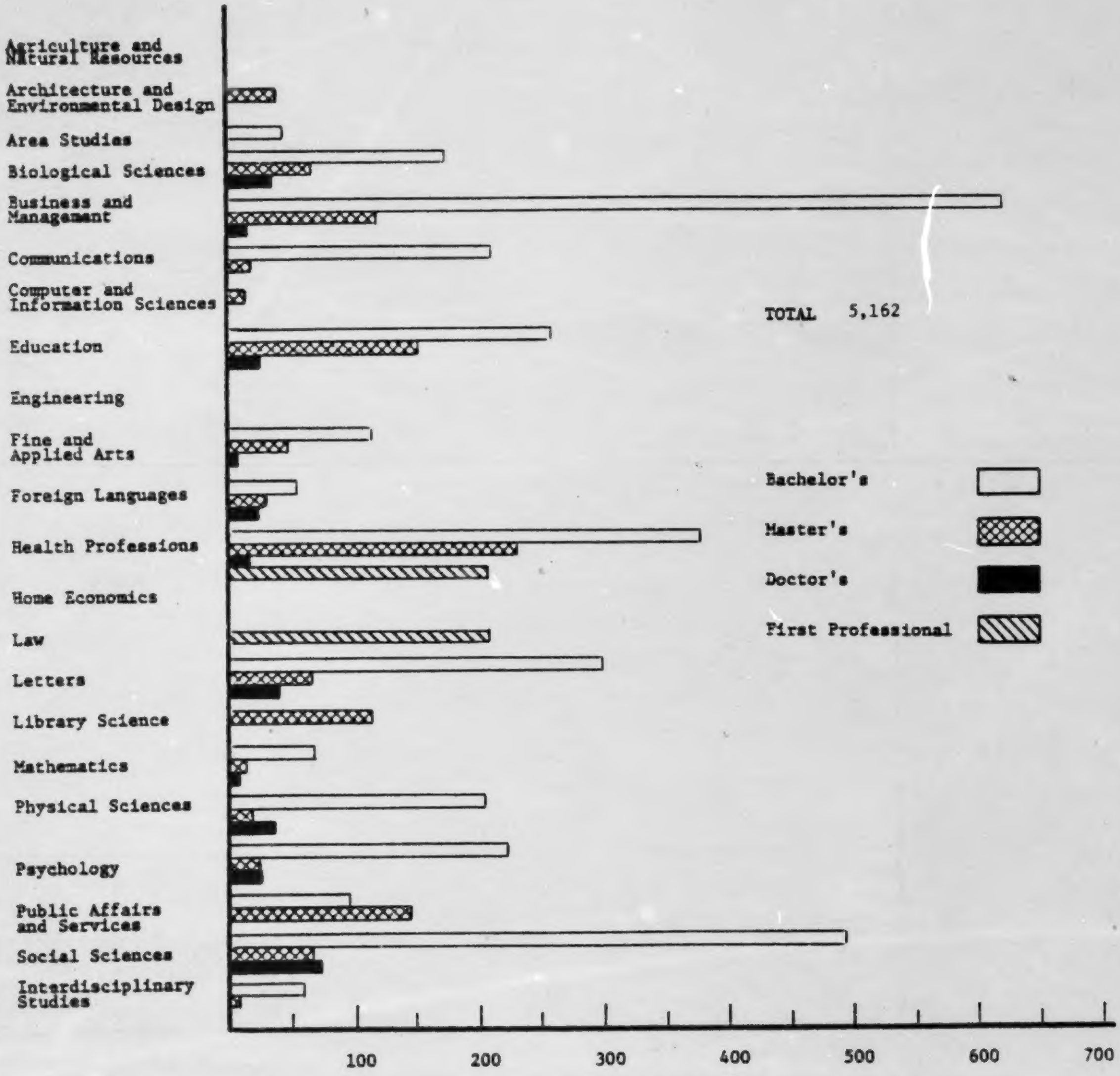


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-36

DEGREES CONFERRED, 1976-77

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

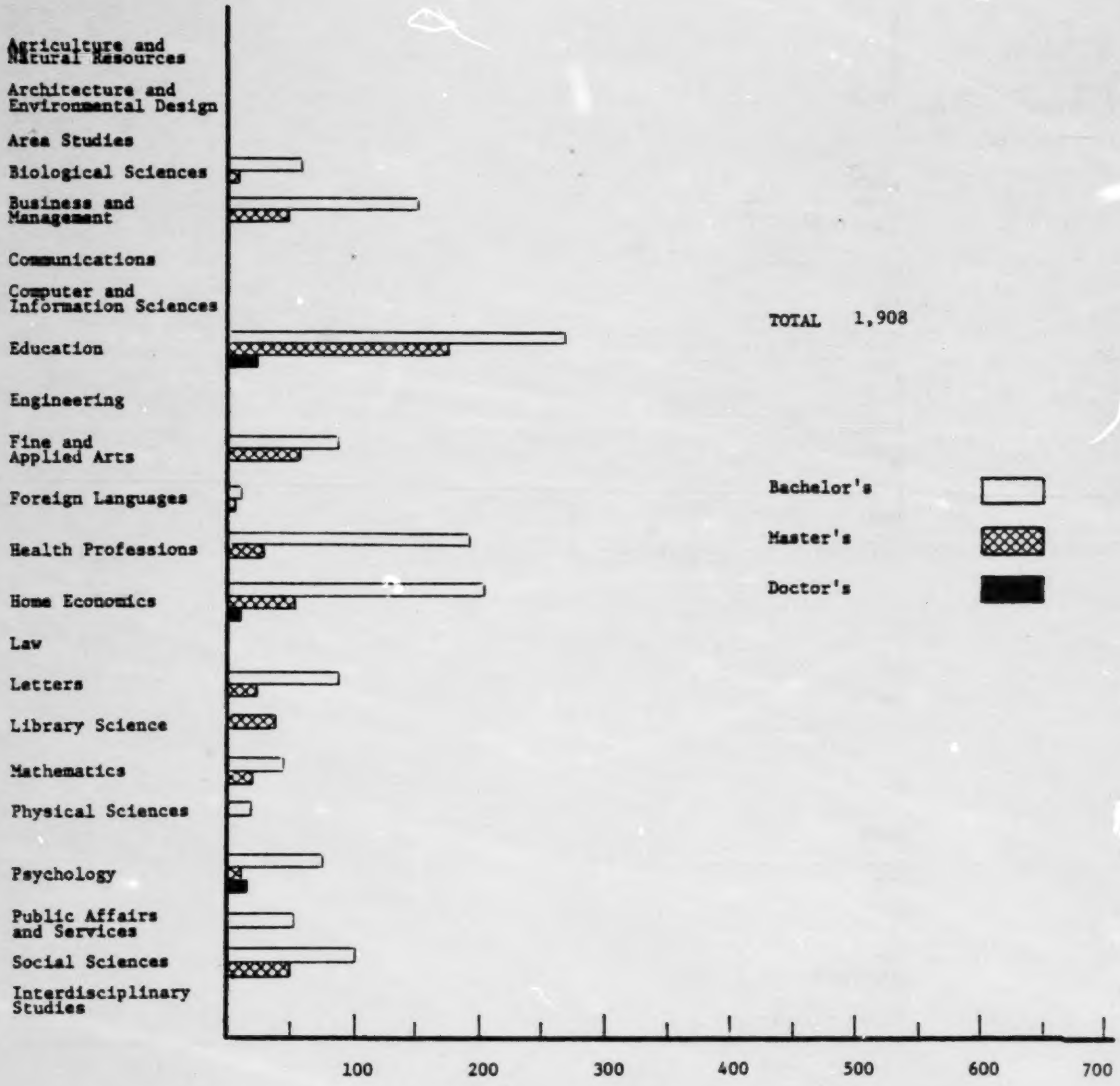


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-37

DEGREES CONFERRED, 1976-77

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

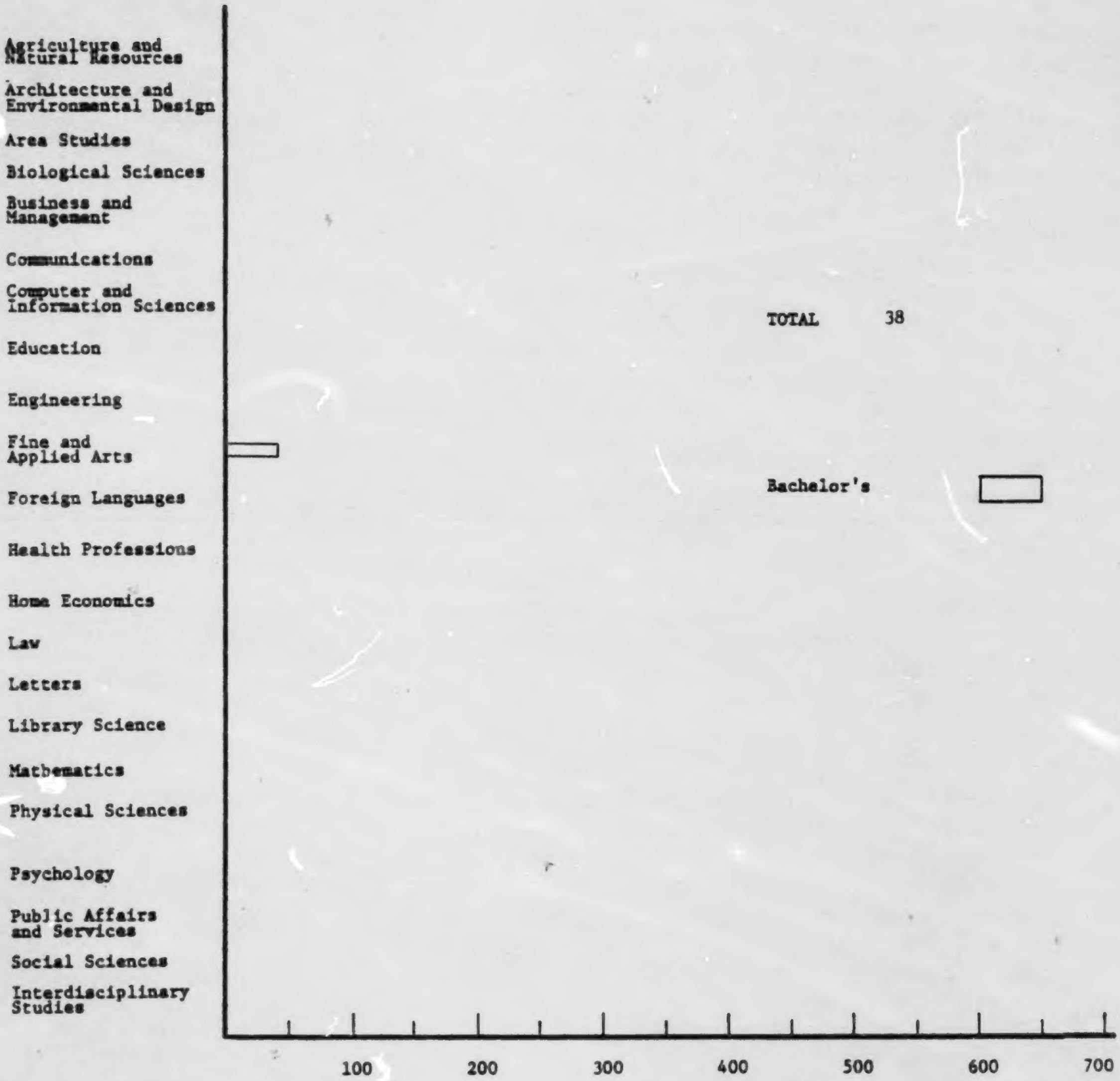


Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Figure A-V-38

DEGREES CONFERRED, 1976-77

NORTH CAROLINA SCHOOL OF THE ARTS



Note: Discipline Divisions with less than five degrees conferred do not appear on graph.

Table A-5-7

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY PROGRAM AREA AND LEVEL SINCE JULY 1, 1972[a]

Program Area	Degree Level[b] B	 M	 P	 C	 D	 T
Agriculture and Natural Resources	1					1
Architecture and Environmental Design	3					3
Area Studies	1					1
Biological Sciences		1			1	2
Business and Management	2	3				5
Communications	1					1
Computer and Information Sciences		1				1
Education	9	6				15
Engineering	1					1
Fine and Applied Arts	2	1				4[c]
Foreign Languages	1					1
Health Professions	10	3	2[d]			15
Home Economics						
Law						
Letters	4			1		5
Library Science					1	1
Mathematics	1					1
Physical Sciences	3	1				4
Psychology	3			1	1	5
Public Affairs and Services	4	2				6
Social Sciences	7	1				8
Interdisciplinary Studies	4					4
TOTAL	57	19	2	2	3	84

---

[a] Because of the moratorium on new instructional programs, the first of these programs was established April 11, 1974.

[b] Degree Level Codes
B - Bachelor's
M - Master's
P - Professional
C - Certificate of Advanced Study
D - Doctoral
T - Total

[c] Includes a 5th year non-degree program at the North Carolina School of the Arts.

[d] Includes the Doctor of Veterinary Medicine at NCSU contingent upon allocation of funds.

Table A-5-8

SUMMARY OF PROGRAMS APPROVED BY THE BOARD OF GOVERNORS FOR CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA BY INSTITUTION AND LEVEL SINCE JULY 1, 1972[a]

	Degree Level[b]					
Institution	B	M	P	C	D	T
Appalachian State University	7	2				9
East Carolina University	4	5	1	2		12
Elizabeth City State University	3					3
Fayetteville State University	2					2
North Carolina Agricultural and Technical State University	5	1				6
North Carolina Central University	2					2
North Carolina School of the Arts						1[c]
North Carolina State University	2	4	1[d]			7
Pembroke State University	5					5
University of North Carolina at Asheville	1					1
University of North Carolina at Chapel Hill	10	1			3	14
University of North Carolina at Charlotte	4	1				5
University of North Carolina at Greensboro	3	3				6
University of North Carolina at Wilmington	1	2				3
Western Carolina University	3					3
Winston-Salem State University	5					5
TOTAL	57	19	2	2	3	84

---

[a] Because of the moratorium on new instructional programs, the first of these programs was established April 11, 1974.

[b] Degree Level Codes

B - Bachelor's
M - Master's
P - Professional
C - Certificate of Advanced Study
D - Doctoral
T - Total

[c] Authorized a 5th year non-degree program.

[d] Doctor of Veterinary Medicine contingent upon allocation of funds.

Table A-5-9

INVENTORY OF PROGRAMS OFFERED BELOW THE BACCALAUREATE LEVEL

INSTITUTION	PROGRAM	AWARDED FOR COMPLETION
Fayetteville	Art	Associate Arts[a]
Fayetteville	Biology Concentration	Associate Arts[a]
Fayetteville	Business Administration	Associate Arts[a]
Fayetteville	Chemistry Concentration	Associate Arts[a]
Fayetteville	Communicative Arts (English)	Associate Arts[a]
Fayetteville	Early Childhood Education	Associate Arts[a]
Fayetteville	Economics	Associate Arts[a]
Fayetteville	French	Associate Arts[a]
Fayetteville	General Education	Associate Arts[a]
Fayetteville	General Education for Prospective Biology Majors	Associate Arts[a]
Fayetteville	General Education for Prospective Chemistry Majors	Associate Arts[a]
Fayetteville	General Mathematics	Associate Arts[a]
Fayetteville	Geography	Associate Arts[a]
Fayetteville	History	Associate Arts[a]
Fayetteville	Intermediate Education	Associate Arts[a]
Fayetteville	Mathematics - Computer Science	Associate Arts[a]
Fayetteville	Music	Associate Arts[a]
Fayetteville	Political Science	Associate Arts[a]
Fayetteville	Recreation	Associate Arts[a]
Fayetteville	Secretarial Science	Associate Arts[a]
Fayetteville	Sociology	Associate Arts[a]
Fayetteville	Spanish	Associate Arts[a]
N.C. State University	Agricultural Equipment Technology	Assoc. in Applied Agric.
N.C. State University	Agricultural Pest Control	Assoc. in Applied Agric.
N.C. State University	Field Crops Technology	Assoc. in Applied Agric.
N.C. State University	Flower and Nursery Crops Technology	Assoc. in Applied Agric.
N.C. State University	Food Processing, Distribution and Service	Assoc. in Applied Agric.
N.C. State University	General Agriculture	Assoc. in Applied Agric.
N.C. State University	Livestock Management and Technology Animal Husbandry Option Dairy Husbandry Option	Assoc. in Applied Agric.
N.C. State University	Soil Management	Assoc. in Applied Agric.
N.C. State University	Turfgrass Management	Assoc. in Applied Agric.
UNC-Chapel Hill	Dental Hygiene (2 yr. program)	Certificate[b]
UNC-Chapel Hill	Surgeon's Asst. Type B	Certificate[b]
UNC-Chapel Hill	Cytotechnology	Certificate[b]
UNC-Chapel Hill	Radiation Therapy	Certificate[b]
UNC-Chapel Hill	Nuclear Medicine Technology	Certificate[b]
UNC-Chapel Hill	Histopathology	Certificate[b]
UNC-Chapel Hill	Electron Microscopy	Certificate[b]
UNC-Chapel Hill	Family Nurse Practioner	Certificate[b]
UNC-Chapel Hill	Dental Assisting Program	Certificate[b]
UNC-Wilmington	Nursing	Associate Arts

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[a] Offered at Fort Bragg Center.

[b] Program is more than one year but less than two years.